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A COOPERATIVE STUDY OF THE
PUBLIC SCHOOLS OF
PERU, INDIANA

Made for
the
Peru Board of School Trustees

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FOREWORD

Peru, not unlike most communities in the United States, is confronted with the problem of providing school buildings and facilities for an unprecedented number of school children arising from an all-time high birth record, especially since 1946. In addition, the problems arising from an ever-increasing local tax rate to support the increased enrollment and to furnish housing facilities for a greater number of school children during the next 10-year period and the expanding growth along the fringe areas of the city, together with the re-activation of the Bunker Hill Air Force Base, demanded that the Board of Education make a survey of the factors relating to the expansion of the schools before launching a building schedule. Instead of having the study conducted by a local committee, it was felt advisable by the Board of Education to invite the school survey staff of the School of Education of Indiana University to make an objective study in cooperation with local interested citizens. This procedure seemed sound and in line with good practice of any modern large business or industrial corporation.

The gathering of basic data in a large school corporation is not a small undertaking. It was possible to do so only with the aid and support of many fine-spirited citizens and friends of the Peru schools. For fear of omitting the names of all who participated, the names of only those who served as chairmen will be mentioned in this report. Grateful acknowledgment, however, is given to the many who have participated in conducting the census study, preparing the spot maps, and tabulating results.

Special recognition is given to the following who assumed major responsibility in heading some of the committees:

HIGH SCHOOL

Mrs. Ed Holmes
Mrs. Ralph Aukerman
Mr. Earl Delph, Principal

JUNIOR HIGH SCHOOL

Mrs. James Staller
Mrs. O. M. Werner
Mr. Harry Rooksby, Principal

LINCOLN SCHOOL

Mrs. Robert M. Miller
Mrs. Paul Fultz
Mr. Floyd Sonafrank, Principal

HOLMAN SCHOOL

Mrs. James Fry
Mrs. Richard Reineke
Mr. R. G. Long, Principal
Mrs. Mae Packard, Acting Prin.

CENTRAL SCHOOL

Mrs. Earl Money
Mrs. Hazel Carswell
Mr. Seth Carpenter, Principal

SOUTH PERU SCHOOL

Mrs. Glen L. Craft
Mrs. Carl Gladden
Mr. Paul Ploss, Principal

ELMWOOD SCHOOL

Mrs. Millard Lees
Mrs. Charles McMinn
Mr. Clyde Cunningham, Principal

GRANT SCHOOL

Mrs. Hobart Winters
Mrs. Elbert Sullivan
Mr. Coleman Kays, Principal

Special credit is also given to Fred D. Fechtman, superintendent of schools, who cooperated so cordially; to Mrs. Mary Robinson, Clerk of the Board, for her effective work in trouble shooting and coordinating the efforts of the committees; to John Davisson, Superintendent of the Miami County Schools, for his sympathetic help and understanding; to John Nixon, editor of the Daily Tribune, for the informative news coverage; and to the local radio station, WARU, for its coverage in the news broadcasts. Mention is made also of Clyde Cunningham, former superintendent of schools, under whom this survey was initiated because of his foresight and understanding of the needs of the school.

Recognition is also given to Miss Kathleen Dugdale, Editor of Publications in the School of Education of Indiana University, who edited the final copy.

The survey staff has considered very carefully all the facts gathered in the survey and has given extended deliberation to the recommendations which are made in this survey. If these recommendations can be carried out it can be expected that the survey will be justified and the ground work laid for the development of a better school program and better school facilities for the future. It should be kept in mind, however, that conditions constantly change, and it will be necessary to re-examine the findings each year and to modify them in accordance with any new facts and data which may come to light in the growth of the community and the development of the schools.

Harold H. Church
Director

CHAPTER 1

THE COMMUNITY

Public education in the United States is designed to serve local needs. Therefore, local educational planning must begin with a study of the local community, its geography, history, population, economy, and society.

Geography

Peru is located in almost the exact center of the northern half of Indiana. It is 71 air and road miles directly north of Indianapolis, 71 air miles south of the Indiana-Michigan boundary, and 78 air miles east of the Indiana-Illinois line. The city is the county seat of Miami County and is located somewhat south of the center of the county. Most of the city of Peru is in Peru Township, although the southern portion of the city extends across the Wabash River into Washington Township. The city is situated approximately two miles west of the junction of the Wabash and Mississinewa rivers.

In general, Peru may be described as a long and narrow city. The main portion of the city extends from east to west along the Wabash River and is approximately two and one-half miles long across the center of the city. The width, measured across the center from the northern boundary to the Wabash River, is approximately one and one-quarter miles.

Peru is served by United States highways 24 and 31 and by State roads 19 and 21. Railroad service is provided by the Chesapeake and Ohio, Nickel Plate, and Wabash railroads. Intercity bus service is maintained by the Indiana Motor Bus Company, the Indiana Railroad Company, the Illini Swallow Lines, and the Indianapolis and Southeastern Trailways. Intracity bus service is provided by Peru Transit Lines. Truck service is available from 10 intrastate and 23 interstate truck lines. Private air service is available at the Peru Airport; no scheduled airline serves the city. Hazards to the safety of school children while moving to and from school are not unusual as long as the pupils follow public thoroughfares. However, the locations of railroads and the river and the limited number of crossings do present some problems in the movement of traffic. Furthermore, the location of the senior high school, the junior high school, and an elementary school on one small site near the center of the city is a factor in increasing congestion and in reducing the safety of pupils with relation to the normal flow of traffic.

History

The history of Peru may be said to begin with the negotiation of a treaty with the Miami Indians on October 23, 1826, at the mouth of the Mississinewa River. At that time John B. Richardville, principal chief of the Miami Indians, was granted several tracts of land, one of which was one section in size located where the city of Peru now stands. In February of 1827 John McGregor, the first white man to establish a permanent residence in Miami County, built a small cabin on the western part of this section belonging to Richardville. In August, 1827, Richardville sold this section to Joseph Holman. The transaction required the approval of President John Quincy Adams, which approval was granted on March 3, 1828. In less than a year thereafter Holman sold 210 acres of the section to William N. Hood for $500, thus securing for less than one half of the section exactly the same amount which he had paid the Indian chief for the whole section less than one and one-half years previously.

However, Hood can be said to have secured his revenge for any overcharge. Holman platted the town of Miamisport on his portion of the section in 1829. It was known that Miami County would soon be formed, and there was talk of a canal following the Wabash River and eventually connecting the Great Lakes with the Ohio River. Holman hoped to capitalize on both developments by making Miamisport the county seat and a commercial center on the proposed canal. However, in 1834, about the time Miami County was organized, Hood platted the town of Peru on his land and induced the commissioners to accept it as the county seat. Because the county seat was unimproved land, the commissioners met in Miamisport during 1834 and 1835. Miamisport was thereafter unable to compete successfully with Peru and was vacated in 1841. The area covered by Miamisport is now a part of Peru.[1]

The year 1834 was extremely important in the history of Peru. It was in this year that the town was platted and selected as the county seat of Miami County, which itself was established as a separate county in that same year. It was also the year when the first contract for the construction of the Wabash and Erie Canal was let in Miami County. The first boat, appropriately named "The Indiana," was to have arrived in Peru on July 4, 1837. However, the water was low, and the boat was able to come only to within about a mile of the town. When the canal was completed, Peru had regular passenger boat service, with one boat going each way daily. Freight boats were more numerous but did not operate on schedule. The canal

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[1] Bodurtha, A. L., Editor, History of Miami County, Indiana, vol. I, The Lewis Publishing Company, Chicago, 1914, pp. 153-178.

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was prosperous for more than 20 years, but was gradually driven out of business by the Wabash Railroad. The last boat on the Wabash and Erie Canal passed Peru in 1872.[2]

Peru was incorporated as a town in 1842 and as a city in 1867. An early history of Peru reports an interesting, anecdote concerning the vicissitudes of the early town government in this fashion: "For nearly two years the legal learning, the broad statesmanship, and the burning eloquence of our city fathers boiled and seethed around the question of hogs, to impound them or let them run. Ordinance after ordinance was framed, but there always seemed to be a crack through which a pig could crawl. The no-hog party seems finally to have conquered."[3]

The southeastern part of Miami County is in the extreme northwestern part of the old great natural gas field of Indiana. This factor had some influence on the early industrial development of Peru.[4]

Population

Data concerning the population and population changes in Peru, Miami County, and Peru and Washington townships are presented in Table 1.1.

TABLE 1.1. POPULATION AND PER CENT OF POPULATION CHANGE IN PERU, MIAMI COUNTY, PERU TOWNSHIP, AND WASHINGTON TOWNSHIP BY DECADES, 1930 TO 1950, AND FOR 1955*

Unit	Population				Per cent of change		
	1930	1940	1950	1955	1930-1940	1940-1950	1950-1955
Peru	12,730	12,432	13,308	13,863	-2.3	7.0	4.0
Miami County	29,032	27,926	28,201		-3.8	1.0	
Peru Township*.	2,142	2,049	1,437		-4.3	-29.9	
Washington Township*.	1,174	1,219	1,239		3.8	1.6	

*Data for 1930, 1940, and 1950 taken from *United States Census of Population, 1950*. Data for 1955 secured by means of school survey census, November 11, 1955.

*.Not including the city of Peru. Parts of Peru Township, including Ridgeview Town, were annexed to the city of Peru in 1943.

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[2] Stephens, J. T., *History of Miami County*, The John T. Stephens Publishing House, 1896, pp. 126-136.

[3] *History of Miami County, Indiana*, Brant and Fuller, Chicago, 1887, p. 367.

[4] Stephens, *op. cit.*, p. 136.

The data in Table 1.1 show that Peru, Miami County, and Peru Township lost population between 1930 and 1940, during which time Washington Township gained 45 people. During the 1940-1950 decade, Miami County and Washington Township gained only slightly, while Peru registered an increase of seven per cent and Peru Township lost 30 per cent of its population. It is probable that the loss in Peru Township and the gain in the city of Peru came largely as a result of the annexation of Peru Township territory by Peru. Actually, if Peru Township could have been expected to make a gain of one per cent between 1940 and 1950, as did Miami County as a whole, then the township's population in 1950 with no territorial change would have been 2,070. Therefore, a decrease to 1,437 represented a loss of 633 people via annexation. Peru's gain between 1940 and 1950 was 876. If 633 came from annexation, then Peru's actual gain was only 243, or less than two per cent.

This computation concerning the actual increase in Peru is given in detail in order that it may be clearly understood that Peru experienced little population growth between 1940 and 1950. Indeed, the increase of 555, or four per cent, between 1950 and 1955 represents an increase almost as large as the total increase from 1930 to 1950. If the annexation gain is subtracted, Peru actually lost 55 people between 1930 and 1950. In that case the increase between 1950 and 1955 appears more significant. Of itself, an increase of only 555 over a five and one-half year period in a city of 13,000 is not significant. However, it may be a sign of things to come. The activation of the Bunker Hill Air Force Base may be an important element in Peru's future; the recent annexation of a suburban development in Washington Township and the beginning of construction of new homes there are evidence of the influence of the air base growth on Peru. It is, however, not anticipated that the influence of the air base in the population of Peru will be startling. On the whole it must be concluded that the population of Peru and vicinity is characterized by stability.

Data concerning recent residential construction in Peru are presented in Table 1.2. These data show that 352 residences were built in Peru in the 11-year period from the beginning of 1945 until almost the end of 1955. The most important years in this tabulation are 1954, 1946, and 1955, during which 53, 46, and 45 homes were constructed. The next most important year was 1950, when 37 homes were built. The way in which these years of most construction are scattered throughout the 11-year period indicates that there is no particular trend in the rate of residential construction. Perhaps there is a slight trend toward an increase in the rate of construction during the latter half of the period; just a few more than half of the new residences were constructed after 1950.

The locations of these new residences are shown in Figure 1.1.

TABLE 1.2. NUMBER AND PER CENT OF RESIDENCES CONSTRUCTED ANNUALLY IN PERU SINCE JANUARY 1, 1945*

Year of construction	Number of residences	Per cent of residences
1955	45	12.8
1954	53	15.1
1953	25	7.1
1952	29	8.2
1951	34	9.6
1950	37	10.5
1949	21	6.0
1948	30	8.5
1947	26	7.4
1946	46	13.1
1945	6	1.7
Total	352	100.0

*Data from school survey census, November 11, 1955.

As shown in Figure 1.1 there is no heavy concentration of new residences, but the larger group of new homes is in the northeast section of the city. Other collections are in the northwestern, western, and eastern sections and in South Peru. A relatively few are scattered elsewhere about the city. Not shown on the map are the houses currently under construction in the new subdivision at the southeastern edge of South Peru.

Information concerning the number of years families with school or preschool children have lived in Peru is given in Table 1.3.

TABLE 1.3. NUMBER OF YEARS FAMILIES WITH SCHOOL OR PRESCHOOL CHILDREN HAVE LIVED IN PERU*

Number of years in Peru	Number of families	Per cent of families
10 or more	871	44.0
9	109	5.5
8	121	6.15
7	89	4.5
6	70	3.5
5	121	6.15
4	89	4.5
3	97	4.9
2	125	6.3
1 or less	288	14.5
Total	1,980	100.0

*Data from school survey census, November 11, 1955.

Figure 1.1.
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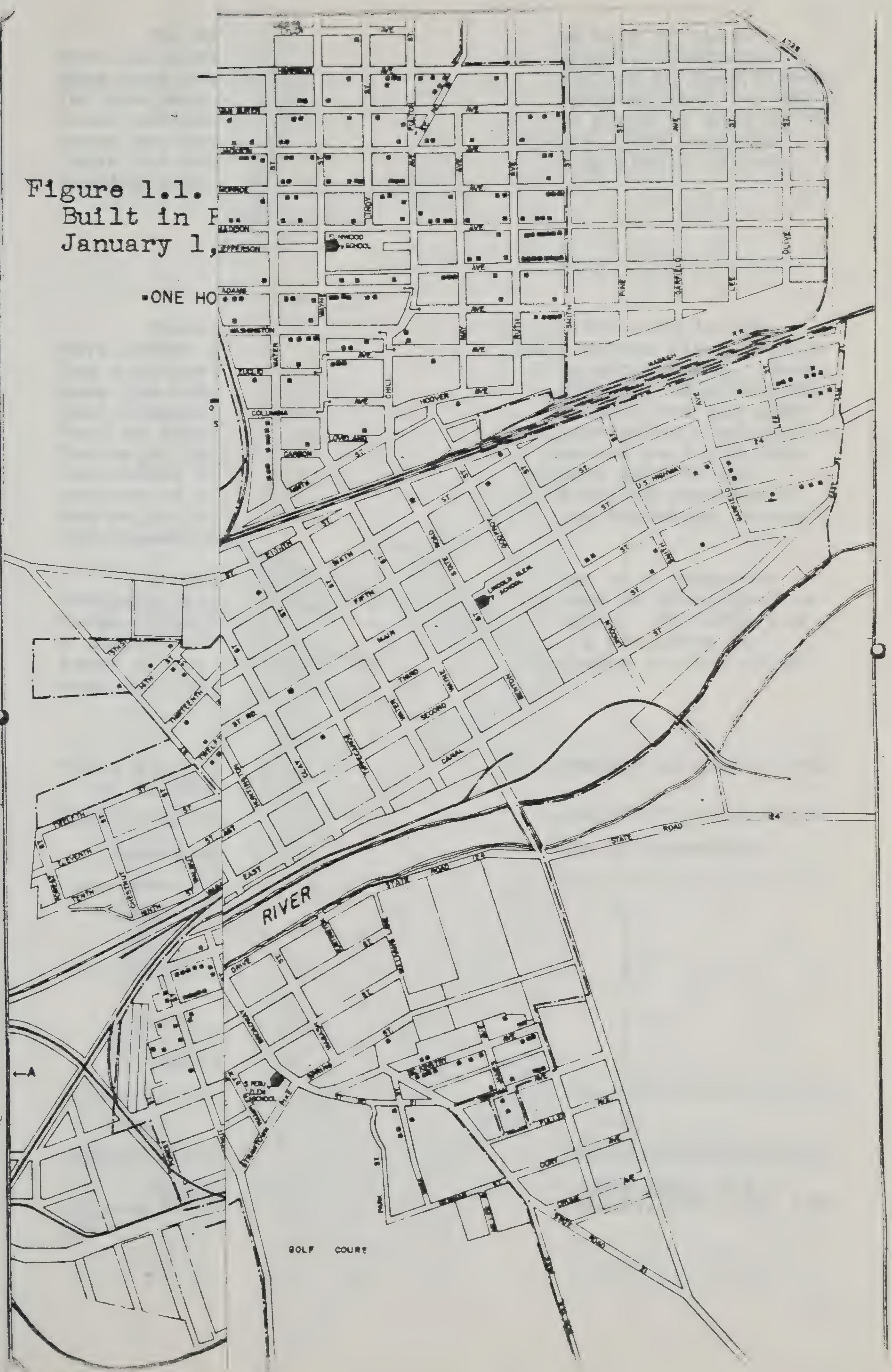

The data in Table 1.3 show that one half of these families have lived in Peru nine or more years. They also show that the number of families who have lived in Peru either for one year or less or for two years is greater than for any other one year, although by far the larger group is made up of those who have lived there 10 or more years. The facts in Table 1.3 show a population characterized by stability but showing some signs of new growth.

Economic Considerations

Transportation has played an important role in the development of Peru. First there was the Wabash River providing a natural travel route of considerable consequence. Then came the Wabash and Erie Canal. The development of effective rail transportation brought an end to the canal era and gave Peru an important place in the rail transportation picture. Two major railroad lines established extensive yard and shop facilities there and still play an important part in the economy of the city. The city's location at the junction of two major United States highways is also an important economic consideration.

At the present time Peru is the home of a number of moderate sized industries, none of which may be classified as large in terms of modern industrial standards. In Table 1.4 a summary of the industrial life of Peru is presented in terms of the number of employees in the plants located in or near the city.

TABLE 1.4. NUMBER OF INDUSTRIAL ESTABLISHMENTS IN PERU ACCORDING TO THE NUMBER OF EMPLOYEES*

Number of employees	Number of industries
Under 25	38
25-50	7
50-100	4
100-250	6
250-500	3
500-1,000	1
No recent report	5
Total	64

*The Indiana Industrial Directory, 1954-1955, The Indiana State Chamber of Commerce, Indianapolis, 1954, pp. 138-139.

More than one half of the industrial establishments in Peru have fewer than 25 employees. Only 10 employ more than 100 persons. One employs more than 500 people, and there is none with more than 1,000 employees. This does not indicate that Peru is a highly industrialized community. However, the industrial establishments are small to moderate in size and the products of these plants vary considerably. This diversi cation lends stablility to the economy and protects the community somewhat from fluctuations in economic conditions.

Facts concerning the industrial classifications of the occupations of parents of school or preschool children ar presented in Table 1.5.

TABLE 1.5. NUMBER AND PER CENT OF PARENTS OF SCHOOL AND PRESCHOOL CHILDREN IN PERU EMPLOYED IN MAJOR INDUSTRY GROUPS*

Industry group	Fathers		Mothers	
	Number	Per cent	Number	Per cent
Agriculture	24	1.2	1	0.7
Construction	139	7.2	16	0.8
Manufacturing	509	26.3	366	18.3
Transportation	529	27.3	24	1.2
Trade	214	11.1	82	4.1
Finance	41	2.1	14	0.7
Business services	128	6.6	46	2.3
Personal services	26	1.3	53	2.7
Entertainment	7	0.4	6	0.3
Professional services	90	4.6	63	3.2
Public administration	159	8.2	22	1.1
Housewife only			1,295	64.8
Unemployed, retired, deceased	70	3.7	9	0.4
Total	1,936	100.0	1,997	100.0

*Data from school survey census, November 11, 1955.

The data in Table 1.5 show that the three most important industrial groups for the employment of fathers are transportation, with 27.3 per cent; manufacturing, with 26.3 per cent; and trade, with 11.1 per cent. These three industrial groups employ almost two thirds of the fathers of school or preschool children in Peru. The remaining one third of the fathers are scattered fairly evenly throughout the other 10 groups.

Nearly two thirds of the mothers are classified as "housewife only." Almost one fifth are employed in some manufacturing industry. In comparison with other communities,

a relatively large proportion of Peru mothers are employed outside the home. This fact appears to be somewhat characteristic of well-established communities which have not displayed recent growth of any considerable extent.

A tabulation of the places of employment of the parents of school or preschool children, additional data which were gathered during the school survey census completed on November 11, 1955, shows that 1,534 out of 1,806 employed fathers are working in Peru and that 122 are employed at the Bunker Hill Air Force Base. Of the employed mothers,623 out of 669, are employed in Peru. The overwhelming majority of the employed parents are working right at home.

The stability which characterizes the population trends in Peru is also characteristic of the economic situation. Peru is primarily a transportation and manufacturing town, and it has been so constituted over a considerable period of time. There has been little change in the extent or nature of the employment situation for a number of years, and there is virtually no evidence that anything significant along this line is likely to appear in the near future. The most important change which appears to be imminent in the economic picture of this community is the development of the Bunker Hill Air Force Base. However, such facts as are available do not appear to warrant any expectations of a remarkable increase in population and economic activity in Peru.

Social Considerations

Peru is a community much like many others of the same size in terms of the organizations to which its residents belong. The community has done a fine job of providing recreational and cultural facilities for its people. It is fortunate to have the services of a radio station and good newspapers. The stability which characterizes the economic life and population growth of the city is reflected in the life of the people. There is evidence that the schools and school personnel play an active role in community life.

Summary

Peru is a community in which stability appears to be the keynote of life. There has been little change in the population of this city of over 13,000 people in the past quarter of a century. Such population change as has come about has occurred within the past few years and has been no more than enough to keep pace with the population growth of this country as a whole. There is evidence that some growth in population will result from the development of the Bunker Hill Air Force Base, but this growth is not expected to be extensive and troublesome. Industrially, also, Peru is a stable community. The industries located there tend to be small to moderate in size and diversified as to products.

Transportation has played an important role in the history of Peru and continues to do so today. Nearly one half of the fathers of school and preschool children are employed in the transportation and manufacturing industries. The overwhelming majority of these men are employed right in Peru, thus lending the community the additional stability of a locally employed non-commuting body of workers.

Socially, as well as economically, the life of the community displays stability. There appear to be no current trends which would lead one to expect any significant changes in Peru in the near future.

CHAPTER 2

SCHOOL ORGANIZATION AND PROGRAM

The educational opportunities for the children of a community are greatly enhanced by well-planned investments in modern school plants. If the buildings are poorly designed, obsolete, or overcrowded, the educational opportunities will be limited and generations of boys and girls will be deprived of the educational advantages due them. To plan properly for new buildings and their facilities, the educational philosphy governing the entire school system should be carefully examined and evaluated. It is also necessary to know the kind of school program that is to function in the new plant during the day and what use the community will make of the building after school hours. Some of the questions that must be answered are the following: What will be the vertical plan of school organization: Will accommodations be available for kindergarten children? What extracurricular, health, and other auxiliary services will be provided? What courses will be offered in the curriculum? What classroom teaching methods will be used? The present school organization and program in the Peru city schools and some facts and modern trends in education should be considered by the citizens and school authorities when planning for the future.

Administration

The major goal of administration in a public school system is to facilitate the education of the youth of the community, and it should always contribute directly or indirectly to that end. A secondary purpose of administration is to provide educational and recreational opportunities for the adult population. Indiana has two basic patterns of school administration, the township trustee system and the board of education system. Of the many factors which operate to determine which pattern is the more desirable, the population of the community far outweighs all other considerations. It is generally agreed that the problems of larger communities are of such complexity that the board of education pattern, employing a superintendent of schools to act as executive officer of the board, is the most satisfactory.

The Peru city schools are administered by a school board of five members, appointed by the City Council for overlapping terms of three years each, a policy which always keeps some experienced members on the board whenever new members are added. The school board meets in the board room at the high school building and keeps its files in the office of the superintendent of schools. The school board employs a bookkeeper-clerk who has an office of her own adjacent to the office of the superintendent's secretary.

The Peru school board employs a city superintendent of schools who has an office in the high school building. He is provided with a full-time secretary who occupies half of the

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waiting room for visitors to the administrative office, the two parts of the waiting room being separated by a counter. A principal and an assistant principal are employed for the high school, the former having no teaching duties and the latter teaching two classes daily as well as being in charge of audio-visual education for all the city schools. There is a full-time secretary for the principal, one half of the principal's waiting room being used for her office. For the junior high school (grades 7 and 8) a principal is employed who is not assigned any teaching duties. He has an office but no waiting room for visitors, and depends for secretarial help upon the services of girls from the high school business department. A principal is employed for each of the six elementary schools in the city. The teaching duties of these elementary school principals vary from half time to full time. None of them has any secretarial help. In addition to the foregoing administrative personnel, the Peru city schools have an art supervisor, a supervisor of vocal music for the elementary schools, a supervisor of instrumental music, a school nurse, a speech and hearing therapist, and an attendance officer. The supervisors of art and music, in addition to their supervisory responsibilities, do a considerable amount of teaching. Two other individuals are listed as supervisors, one who is in charge of the canteen in the high school building and one who is in charge of the civic center. The former supervises during evenings the recreational activities of teen-age young people in a "canteen" set aside for them in the high school building. The latter is paid from the school recreational fund and acts as resident director of the civic center, which is designed to assist in recreational activities for adults in quarters maintained by the city. While supervisors of teen-age canteens and adult civic centers are not often found in Indiana school cities, the purposes for which they are employed are wholly commendable and the activities thus supported are capable of yielding excellent results under wise leadership.

Organization

Administrative organization. The public schools of Peru have grown from year to year, but the adminstrative organization has remained relatively unchanged. Over the years, the superintendent of schools has continued to absorb the increased responsibilities occasioned by growth and thus has been compelled to limit his effectiveness in a number of directions.

The public schools are one of the largest corporations in the community and have an extremely small staff to operate the widely divergent specialized services of the corporation. A careful analysis of the school activities and the proper assignment of those activities to administrative heads calls for the addition of several members to the administrative staff

The most important addition should be a director of instruction and elementary consultant, who should be charged with the task of coordinating and supervising the instruction

in the elementary schools throughout the city. He would have important consultative relationships with the principals of all schools and with the director of health and physical education, the school nurse, and the attendance officer, and would be responsible for directing the work of the supervisors of art, music, audio-visual education, and speech and hearing therapy. Another valuable general officer for the Peru schools would be a supervisor of maintenance for buildings and grounds. With the numerous cases wherein deficient lighting has to be improved and with the many problems connected with new schoolhouse construction, the continuous and proper maintenance of the physical plant will require someone who can give his entire time and attention to the problems in that area.

These additions to the administrative staff would free the superintendent from many administrative and supervisory details and would enable him to devote more time and attention to his important other duties such as curriculum planning and coordination, preparation of the budget, public relations, analysis and interpretation of constantly changing school laws, preparation of activities and agenda for the school board, and, specifically in the case of Peru, the entire problem of new school building construction. Figure 2.1 shows the recommended administrative organization for the Peru schools. If it is adopted, the superintendent of schools will be able to function more effectively, and the educational program in the Peru schools should continue to improve.

School organization. The term "school organization" has reference to an arrangement of grades into groups or divisions whereby administration can more effectively facilitate instruction. Since the grade levels rise from grade 1 through grade 12, a plan of school organization is referred to as a vertical plan. In order to abbreviate the organizational plan, different groups of grades are designated by Arabic numerals, such as the formula 8-4 which means that the organization is one in which pupils in grades 1 through 8 are housed in elementary school buildings and pupils in grades 9 through 12 are housed in secondary school buildings. Other common patterns of school organization are the 6-3-3 plan which consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school, and the 6-6 plan which consists of a six-year elementary school and a six-year junior-senior high school. When kindergartens are operated, they are usually considered a part of the elementary school, and the organization is referred to as the K-8-4 plan, the K-6-3-3 plan, or the K-6-6 plan.

Advantages and disadvantages may be given for each vertical plan of school organization. It is the responsibility of each community to select the plan which offers the greatest educational opportunities to its boys and girls. Plant facilities, available tools of instruction, the size of the community, and the educational philosophy governing the schools are some of the factors which will determine the plan a community should select.

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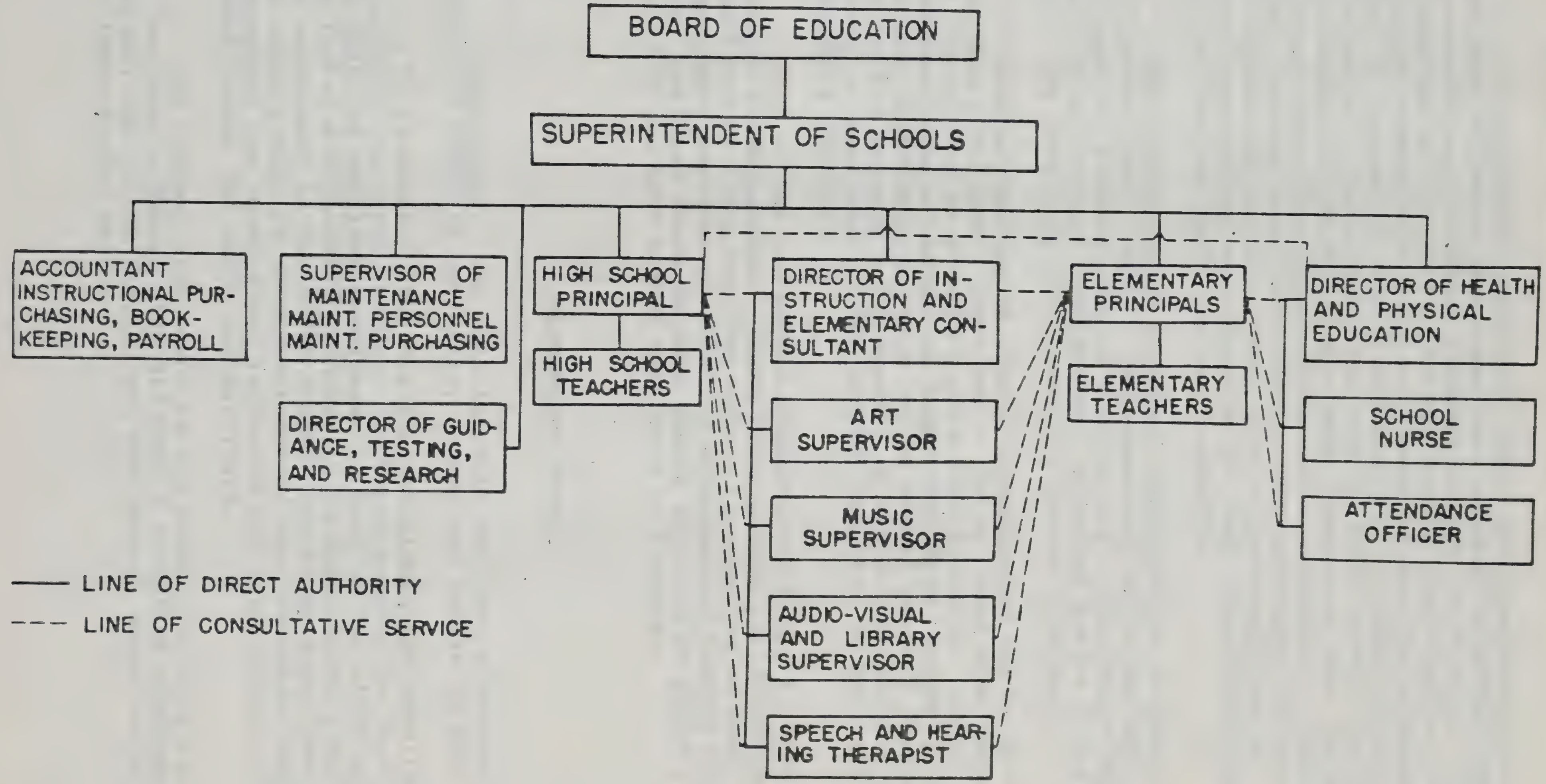
BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
ACCOUNTANT INSTRUCTIONAL PURCHASING, BOOKKEEPING, PAYROLL
SUPERVISOR OF MAINTENANCE MAINT. PERSONNEL MAINT. PURCHASING
DIRECTOR OF GUIDANCE, TESTING, AND RESEARCH
HIGH SCHOOL PRINCIPAL
HIGH SCHOOL TEACHERS
DIRECTOR OF INSTRUCTION AND ELEMENTARY CONSULTANT
ART SUPERVISOR
MUSIC SUPERVISOR
AUDIO-VISUAL AND LIBRARY SUPERVISOR
SPEECH AND HEARING THERAPIST
ELEMENTARY PRINCIPALS
ELEMENTARY TEACHERS
DIRECTOR OF HEALTH AND PHYSICAL EDUCATION
SCHOOL NURSE
ATTENDANCE OFFICER
—— LINE OF DIRECT AUTHORITY
- - - LINE OF CONSULTATIVE SERVICE

FIGURE 2.1. PROPOSED ADMINISTRATIVE ORGANIZATION FOR THE PERU PUBLIC SCHOOLS

A considerable amount of study and experimentation has shown that different plans are best adapted to certain types of communities. In small communities the 6-6 vertical plan is regarded as the most efficient type of organization, while in larger communities the 6-3-3 seems to have the greatest amount of support by school authorities. In many places, unfortunately, the educational plan is built around the buildings instead of the buildings being planned so that the most efficient type of school program can be conducted. When a school planning body is in need of new buildings, it is well for its members to decide what kind of vertical plan of school organization will provide the best educational opportunities for the pupils of the community.

The vertical plan of school organization in Peru is the K-6-2-4 plan. Four of the elementary buildings have kindergarten classes, two of them do not. The junior high school is a two-year institution, including grades 7 and 8 only. The Peru High School enrolls grades 9 through 12.

Another feature of school organization has to do with promotion practices. There was a strong trend some years ago for schools to promote pupils semi-annually. After considerable experimentation under that plan, however, the pendulum began swinging back to the annual plan of promotion. Most of the schools today operate on the annual plan of promotion, a plan which is the present practice in the Peru elementary schools.

Four of the six public elementary schools in Peru maintain kindergartens. These kindergarten pupils attend school for half-day sessions only. In relation to this commendable practice of offering kindergarten instruction to all children whose parents desire it, Peru is plainly in line with the best school practices in Indiana.

Elementary Schools

Enrollment. The enrollment in the Peru elementary schools is shown by buildings, rooms, and grades in Table 2.1.

It is evident that the largest elementary enrollment appears in the first, second, and third grades, in that order, and that the smallest enrollment is that of the sixth grade. The latter enrollment of 133 pupils is approximately only half the enrollment in the first grade. The large enrollment in the lower grades is characteristic of the situation found throughout the country and is due to the large number of births during the early postwar years.

The largest enrollment in any school building is found in the Lincoln School with 413 pupils including kindergarten classes, and in the Elmwood and the Central schools with about 100 fewer pupils each.

TABLE 2.1. ENROLLMENT IN THE PERU ELEMENTARY SCHOOLS BY BUILDINGS, ROOMS, AND GRADES

School and teacher or room number	Grades							Total enrollment	Enrollment not including kindergarte
	K	1	2	3	4	5	6		
CENTRAL								302	254
Kinsella	48							48	
Reed		25						25	25
Bruell		25						25	25
Van Osdal			33					33	33
Bond			18	7				25	25
Guillaume				31				31	31
Schmidt					34			34	34
Erb						43		43	43
Carpenter							38	38	38
ELMWOOD								306	257
1	49							49	
2		31						31	31
3		31						31	31
10			35					35	35
9			10	17				27	27
4				34				34	34
5					31			31	31
8						41		41	41
7							27	27	27
GRANT STREET								81	81
Bauer		18	8					26	26
Boyd			10	17				27	27
Kays					15	13		28	28
HOLMAN								277	229
Berkshire	48							48	
Carvey		31						31	31
Clausen		15	13					28	28
Patterson			29					29	29
Stewart				41				41	41
Griswold					40			40	40
Bond						33		33	33
Long							27	27	27
LINCOLN								413	347
2	66							66	
3		32						32	32
4		31						31	31
5			37					37	37
6			37					37	37
7				32				32	32

TABLE 2.1 (continued)

School and teacher or room number	Grades							Total enrollment	Enrollment not including kindergarten
	K	1	2	3	4	5	6		
LINCOLN (continued)									
8				33				33	33
9					26			26	26
10					25			25	25
11						30		30	30
13						30		30	30
14							34	34	34
SOUTH PERU								147	147
1		23	16					39	39
2			9	30				39	39
3					29	8		37	37
4						25	7	32	32
Total	211	262	255	242	200	223	133	1,526	1,315

The two smallest enrollments are in the Grant Street School, which has only three rooms with 81 pupils enrolled, and the South Peru School with 147 pupils. These latter two schools are the only ones in the city without kindergarten classes. The total enrollment in all the elementary schools (grades 1 through 6) is 1,315 pupils, a number which increases to 1,526 when the 211 kindergarten pupils are included.

Table 2.2 shows the average, largest, and smallest enrollments in the Peru elementary schools, by buildings and for the entire city.

TABLE 2.2. AVERAGE, LARGEST, AND SMALLEST ENROLLMENTS IN PERU ELEMENTARY SCHOOLS, BY BUILDINGS AND FOR ALL SCHOOLS

School	Number of teachers in grades 1-6	Average number or pupils per room	Number in largest class	Number in smallest class
Central	8	31.8	43	25
Elmwood	8	32.1	41	27
Grant Street	3	27	28	26
Holman	7	32.7	41	27
Lincoln	11	31.5	37	25
South Peru	4	37	39	32
All schools	41	32.07	43	25

The average enrollment per teacher varies from 37 pupils in the South Peru School to 27 pupils in the Grant Street School. The average enrollmdnt per teacher is not excessive except in the South Peru School. The average enrollment per teacher for all of the elementary schools is only 32.07 pupils, not a high average enrollment by any means. The largest elementary class in the city has 43 pupils and the smallest has 25.

Reference to Table 2.1, in which individual room enrollments are given, indicates that 26 of the 41 elementary classrooms in the city have enrollments in excess of 30 pupils Of these 26 classrooms, 10 exceed 35 pupils per room and 17 exceed 32 pupils per room. While Indiana recognizes an approximate enrollment of 33 to 35 pupils per room as a criterion for distributing state support,[1] that figure is considered by most educators as somewhat too high for the best learning situation. There is general agreement among educators that a teacher can not do justice to pupils when the room enrollment exceeds 30, especially in grades 1 and 2 where a room enrollment of 25 is recommended. Whenever the elementary room enrollment exceeds 30, both pupils and teacher suffer, and, as the enrollment rises above 30, less and less attention to individual pupils can be given by the teacher. Sixty-three per cent of the elementary classrooms in Peru exceed the recommended standard of 30 pupils per room, and 24.4 per cent exceed 35 pupils per room.

Another feature of enrollment which deserves mention is the number of elementary classrooms which enroll children from two different school grades. It is generally agreed that the most effective teaching can be done when no elementary teacher has children in more than one grade enrolled in her room. It must be remembered that in any classroom containing two grades the pupils in each grade are receiving but little more than half the teaching time to which they are rightfully entitled. While two grades in the same room may be an unfortunate arrangement, it is recognized as probably unavoidable in a few Peru classrooms because of the necessity of keeping room enrollments at certain buildings within approximately the same limits as to size. Peru has 10 classrooms with two grades in the same room, seven of these classrooms being at the two smallest schools in the city, Grant Street and South Peru. Three of the four rooms in the South Peru School are further handicapped by fairly large enrollments per teacher.

Residences of pupils. Spot maps have been constructed to show the residence location of all children of preschool and school ages in Peru. Figure 2.2 gives such information for all public school children in grades 1 through 6 within the city limits, one spot on the map representing the residence of one public school child in the grades indicated. The total number of pupils in grades 1 through 6 indicated in Figure 2.2 is 1,302, whereas the enrollment in the same grades as of October 20, 1955, was 1,315, one of whom was a transfer pupil. It is apparent that a very high degree of accuracy was attained by the people who took the Peru school census.

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[1] The criterion is actually 32 on an A.D.A. basis.

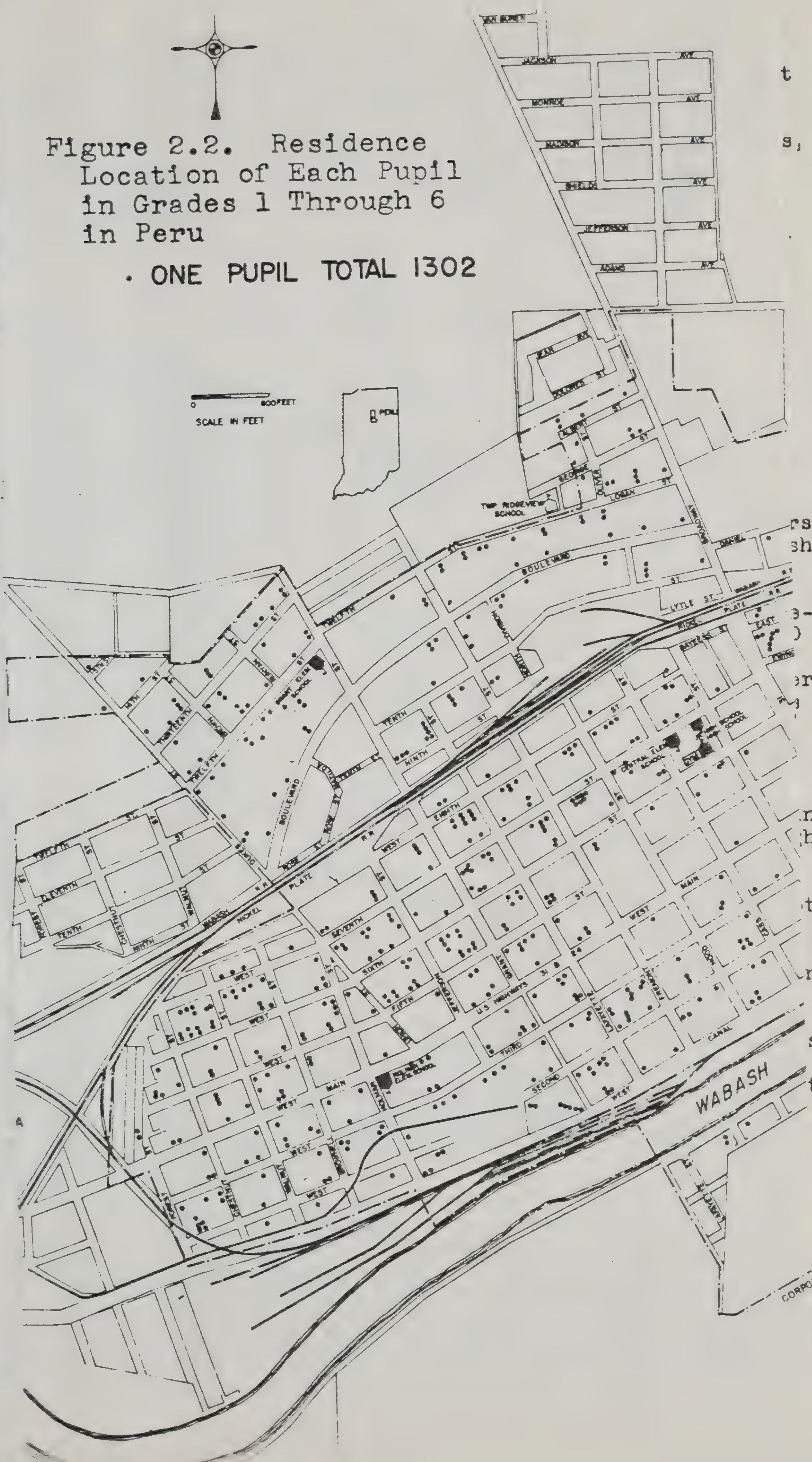
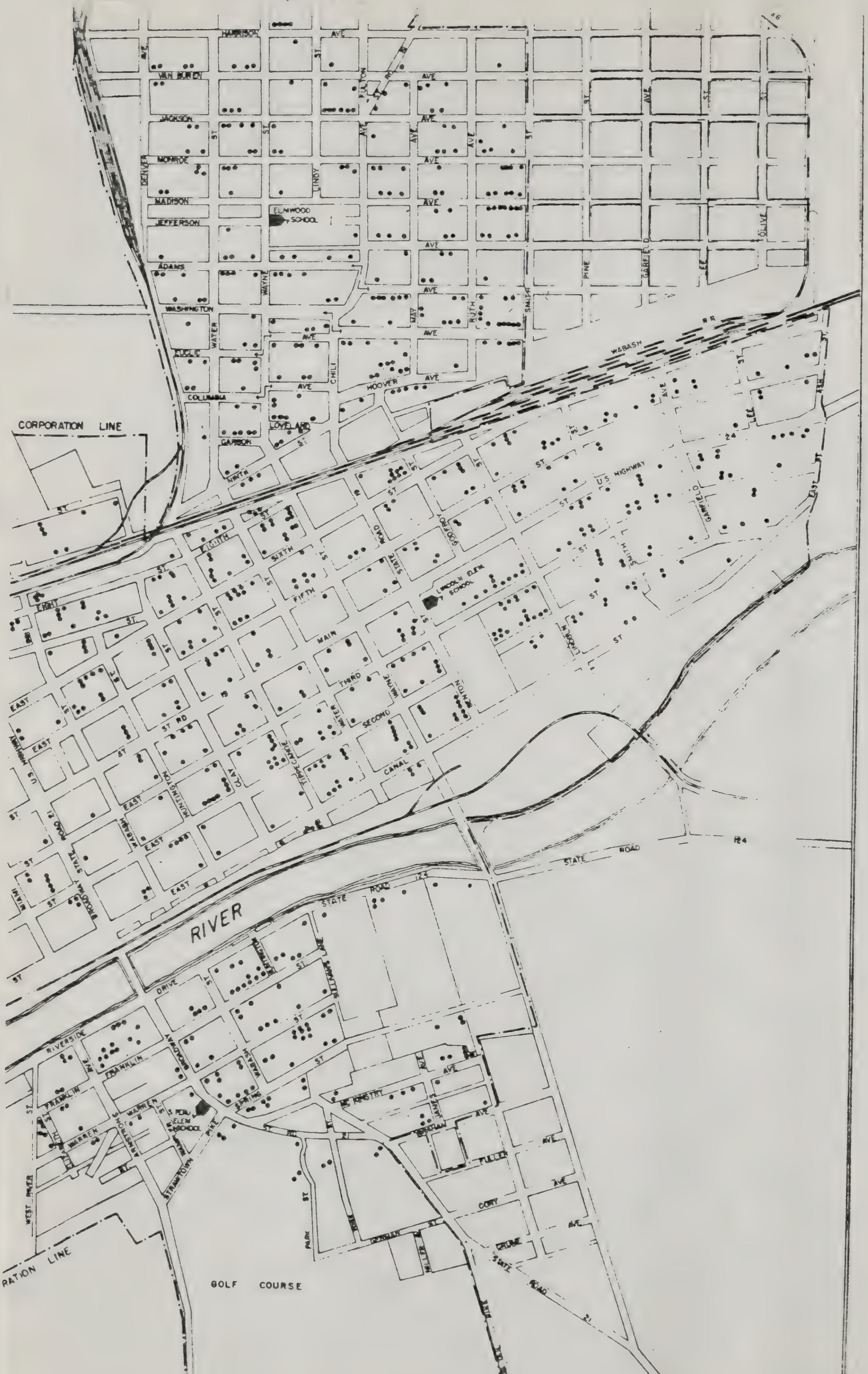


Figure 2.2. Residence Location of Each Pupil in Grades 1 Through 6 in Peru


HARRISON AVE
VAN BUREN AVE
JACKSON AVE
MONROE AVE
MADISON AVE
JEFFERSON AVE
ADAMS AVE
WASHINGTON
EUCLID
COLUMBIA
CARSON
DENVER AVE
FULTON
LINDY AVE
WAYNE
CHILI
MAY
RUTH
SMITH
PINE
GARFIELD
LEE
OLIVE
ELMWOOD SCHOOL
HOOVER AVE
LOVELAND
WABASH RR
CORPORATION LINE
NINTH
EIGHTH
SEVENTH
SIXTH ST
FIFTH
MAIN
THIRD
SECOND
CANAL
STATE ROAD
GODFREY
BENTON
LINCOLN ELEM. SCHOOL
LINCOLN ST
U.S. HIGHWAY 24
EAST ST
HUNTINGTON
CLAY
TIPPECANOE
WATER
WABASH
MIAMI
BROADWAY
U.S. HIGHWAY
STATE ROAD 124
RIVER
RIVERSIDE DRIVE
SULLIVAN'S LANE
FRANKLIN AVE
WARREN
SPRING
STRAWTOWN PIKE
S. PORT ELEM. SCHOOL
MCKINSTRY
JAMES
FULLER AVE
CORY AVE
CRUSE
STITZ ROAD 21
WEST RIVER
PARK ST
GOLF COURSE
RATION LINE

The spot map shows that the residences of pupils in grades 1 through 6 are scattered very evenly throughout most of the area within the city's boundary lines, with the two exceptions of the extreme southern part of the city across the river, portions of which show few or no pupil residences, and the section north of the railroad in the north-central part of the city. There are no unusual characteristics of pupil residences in grades 1 through 6 shown for Peru.

The Elementary School Program

The elementary schools of Peru teach the usual fundamental courses of study required by the Indiana State Department of Public Instruction. These studies include language arts, arithmetic, social studies, science, music, art, and health. Elementary science is taught in grades 1 through 6 in five of the schools and in grades 3, 4, and 5 in the Grant Street School. Texts are used, and there are occasional teacher demonstrations. Science kits for teachers are found in the Elmwood School. None of the schools furnish science kits for the children.

Art is taught by a special art teacher in all the elementary school classrooms, the class periods ranging from 30 to 45 minutes. The room teachers also give instruction in art in addition to the work taught by the special art teacher None of the grade buildings uses a special art room for this instruction.

Vocal music is taught by a special teacher of music in all the elementary classrooms in Peru. This instruction varies from one period of 25 minutes every week in the Holman School to two periods of 50 minutes each for grades 4 through 6 in the Central School. Three of the schools give some of this instruction in a special room, but most of it is given in the regular classrooms. The classroom teachers also devote a certain number of instructional periods to music.

Instruction in instrumental music (band) is also given in the Peru elementary schools. For the most part the work includes pupils from the fifth and sixth grades, but other qualified pupils may take it. The special teacher gives this instruction either in the mornings before school or in the afternoons after school. While the time varies for different situations, the instructional period usually lasts for 60 minutes and may include work with small groups as well as individual instruction.

In four of the elementary school buildings physical education consists of supervised play in addition to the regular recess periods. The Central School has physical education classes under special teachers for grades 5 and 6, and the Lincoln School gives the same grades regular instruction in the subject under the classroom teachers. The Elmwood and the Lincoln schools have their own gymnasiums, and the high school gymnasium is used two periods a week by the pupils of

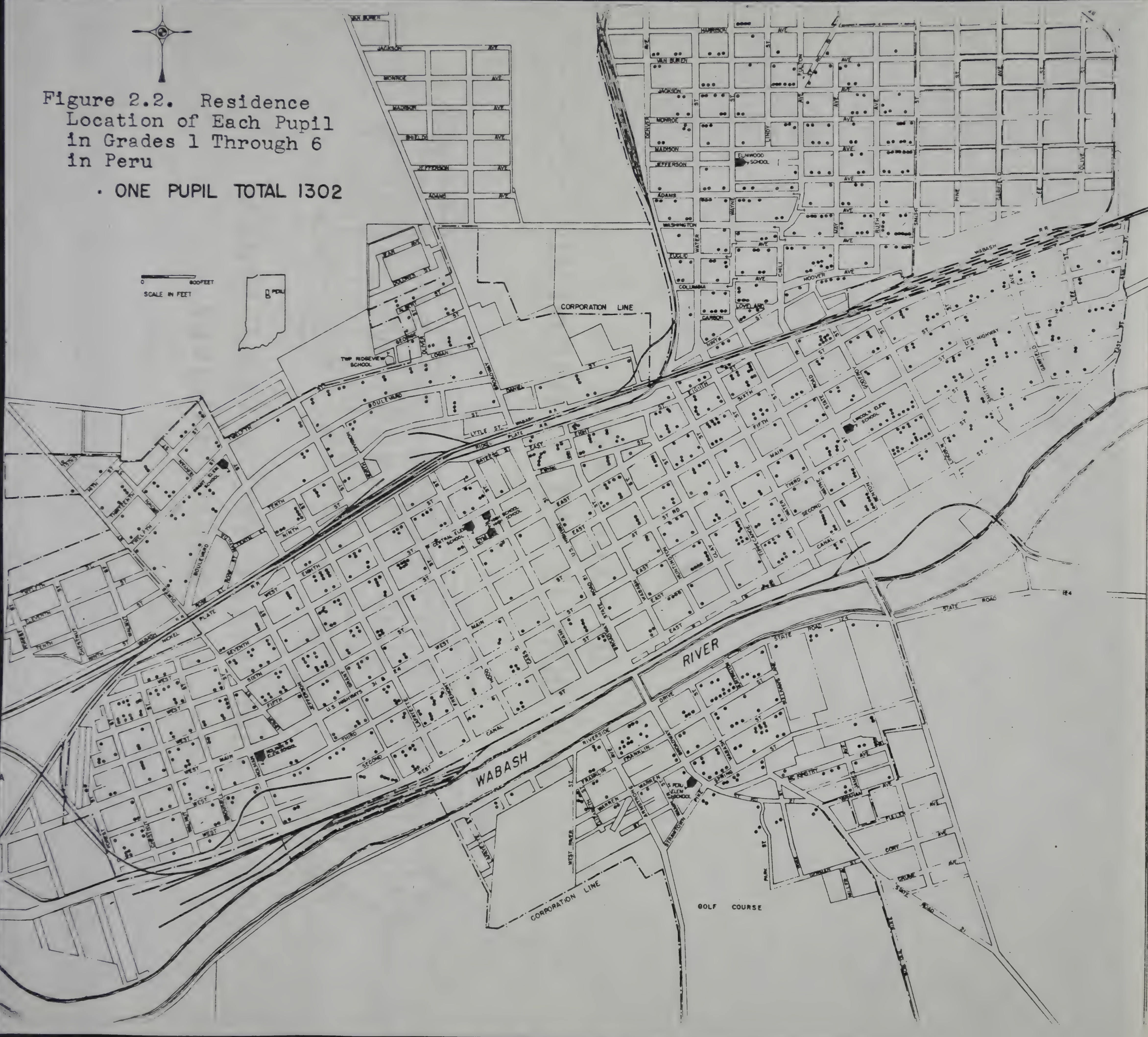


Figure 2.2. Residence Location of Each Pupil in Grades 1 Through 6 in Peru

· ONE PUPIL TOTAL 1302

The spot map shows that the residences of pupils in grades 1 through 6 are scattered very evenly throughout most of the area within the city's boundary lines, with the two exceptions of the extreme southern part of the city across the river, portions of which show few or no pupil residences, and the section north of the railroad in the north-central part of the city. There are no unusual characteristics of pupil residences in grades 1 through 6 shown for Peru.

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grades 5 and 6 in the Central School. The other elementary buildings do not have gymnasium facilities.

Health instruction is guided by texts in grades 1 through 6 and is taught for periods varying from one period of 30 minutes every week to five periods of 25 minutes each per week. This subject does not seem to be neglected in any way in any of the elementary buildings. Use is made of audio-visual materials when they are available.

There is a school nurse for the city schools. She gives regular service to the elementary buildings every week and is subject to call whenever needed. Each building receives one half day per week of her time with the exception of the Grant Street School, which has such a small enrollment that less than one half day there suffices. The grade school buildings make provision for the isolation of pupils who become ill while at school: three buildings use a first-aid room for that purpose, one uses an isolation room which serves as quarters for the school nurse, one uses the teachers' rest room, and one uses the principal's office which has a screened off cot in it and water and toilets adjacent on the same floor. All the other isolation rooms except in one building have cots and running water either in the room or adjacent on the same floor. First-aid supplies are kept conveniently at hand. When it is possible to do so, ill pupils are taken to their homes.

All the elementary schools have some library books for the use of their pupils, the number varying from approximately 250 at the Grant Street School to 700 at the Elmwood School. Four of the buildings have their library books in the classrooms, one building has them in the principal's office, and the Lincoln School has a special library room. From four to 10 magazines for the use of the children are taken at four buildings, but there are none at two buildings. The elementary schools are supplied with standard works of reference.

Originally the Central School had an auditorium, which was later remodeled into classrooms. The Elmwood and Lincoln schools use their gymnasiums for auditoriums. An assembly room seating about 75 individuals at the Holman School is used chiefly for showing motion pictures. There is a similar room, located in the basement, used as an auditorium at the South Peru School, and also a basement room at the Grant Street School which will seat about 125 persons. As might be expected, the newer buildings, such as the Lincoln and the Elmwood, are better provided than the older buildings with facilities deemed necessary for conducting a modern educational program.

No provisions for serving hot noon lunches exist at any of the Peru elementary school buildings. Pupils who attend the Central School can go next door to the high school building for their noon lunches if they wish, and pupils at the Elmwood School may take advantage of a school milk program. The elementary schools, in general, are within reasonable walking distance of the homes of the attending pupils, so no hardship is involved by lack of hot lunches served during the noon hour.

The elementary schools in Peru are well supplied wit equipment for audio-visual education, being equipped with motion picture machines, strip film projectors, radios, and record players. Several of the schools have opaque projectors and slide projectors. Materials to use with these various kinds of equipment are in satisfactory supply, some of them owned by the schools and some of them rented from depositories for such materials.

An excellent feature of the Peru schools is the empl ment of a speech and hearing therapist who works on a regul schedule at the different public schools. The valuable assistance that can be rendered to pupils with speech and hearing difficulties is worth many times the cost of the service provided.

The Peru schools do not have altogether uniform practices in regard to the grades taught by the self-contained classroom approach to instruction and those taught by the departmentalized method. Under the self-contained method th grade teacher assigned to any one room teaches all the subjects to the children of that room, although exceptions are frequently made of music and art, both of which may be handl by special teachers. Departmentalized instruction, on the other hand, is a system under which pupils of any grade or class are taught the different subjects by different teacher as a teacher of mathematics, a teacher of English, etc. The self-contained plan of school instruction has many supporter among teachers and school administrators, although there are a few limitations in that some teachers may lack confidence or skill in one or more of the subject areas.

One of the greatest advantages of the self-contained method is that all of the subject matter is integrated. A further advantage is that the pupils have greater opportunities for growth because the teacher is responsible for all their activities and can know each pupil's needs more thoroughly. This promotes a greater responsibility on the part of the teacher for guiding the individual growth of each pupil. The departmentalized method of instruction is found in grades 5 and 6 in three of the Peru public elementar schools, and in grades 4, 5, and 6 in two other schools. One school uses the self-contained classroom method in grades 1 through 5. There was a time when departmentalization below the seventh grade was considered a desirable instructional plan. For some time, however, the trend has swung decidedly to the self-contained classroom approach to instruction. It might be that the principals and the school superintendent could well give some attention to the problem of departmentalized teaching in the elementary schools and check upon its outcomes in terms of subject-matter achievement and individual pupil growth in understanding. No change should be made more rapidly than the teachers are able to adjust to the changed program.

The teaching responsibilities of the principals of the elementary schools are sufficiently onerous to deserve comment. The principal of the building with the smallest enrollment teaches full time, a situation satisfactory enough

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because of the small enrollment in that building. Another principal who also has a small enrollment teaches four and a half days every week. Another principal teaches two full days and three half days, and the three other grade school principals teach half-time daily. There may be a question whether, in buildings with enrollments varying from 277 to 413 pupils, the best administrative and supervisory values are being realized when principals are given such heavy teaching responsibilities. It is true that an extra teacher visits these buildings and relieves the principals of some of their teaching duties, a practice which provides evidence that this problem has already been given some attention.

The Junior High School

Enrollment. The enrollment figures for the junior high school (grades 7 and 8 in the Peru school system), as given in the September 35B reports, were 213 for the seventh grade and 205 for the eighth grade, a total of 418 junior high school pupils. All these pupils reside in Peru except the 33 eighth grade pupils transferred from Peru Township.

Residences of pupils. The residence locations of pupils in grades 7, 8, and 9 are shown on the spot map appearing as Figure 2.3. It will be observed that these junior high school pupils are scattered rather evenly throughout the city, with the three following exceptions: (1) comparatively few of these pupils are located south of the Wabash River in the city limits; (2) not many of them are found in the northern part of the loop formed by the Belt Railroad; and (3) the scatter of junior high school pupil residences is highly irregular in the area within the corporate limits east and west of Broadway and north of the railroads. The great majority of the pupils in question are located in the main east-west extension of the city between the river and the railroad tracks. The spot map in Figure 2.3 shows 377 resident pupils in grades 7 and 8, whereas enrollment in those two grades at the time of the school census was 418, of whom 33 came from outside the city. The fact that only eight resident pupils in grades 7 and 8 are not accounted for on the spot map indicates a high degree of census accuracy. The ninth grade pupils whose residence locations are shown in Figure 2.3 total 182, almost exactly the number of resident pupils the school records show enrolled as of the census date. Again, the accuracy of the work of the census takers is evident. Since a large number of ninth grade pupils come to Peru's city high school as transfers, the total enrollment of the ninth grade is considerably in excess of the 185 resident pupils in that grade shown in the spot map appearing as Figure 2.3.

Program. The program of a junior high school including only the seventh and eighth grades is largely prescribed by the state course of study for elementary schools, the chief differentiations coming in the special subjects such as science, music, art, physical education, industrial arts, and

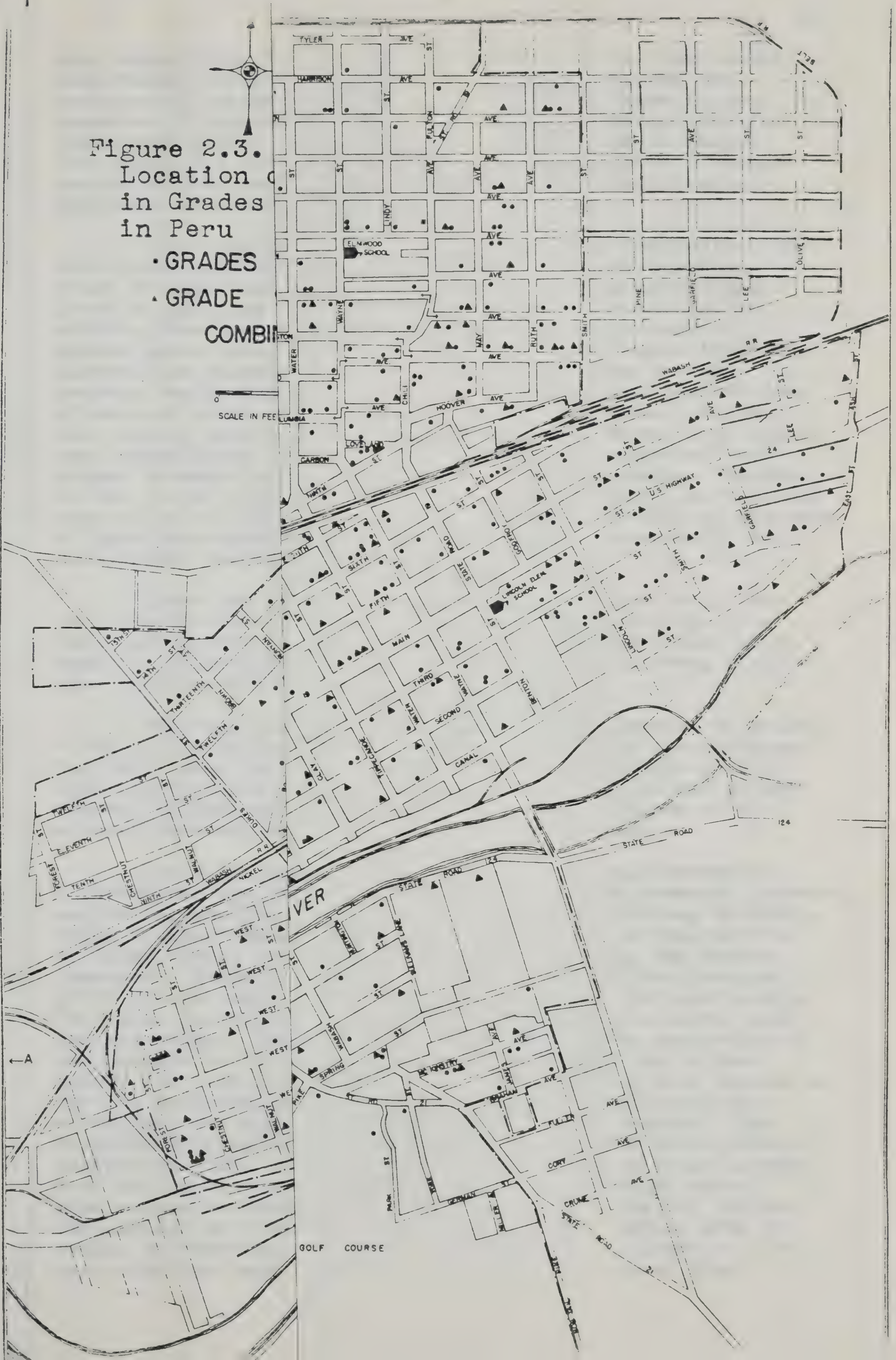

Figure 2.3. Location o
in Grades
in Peru
· GRADES
· GRADE
COMBI

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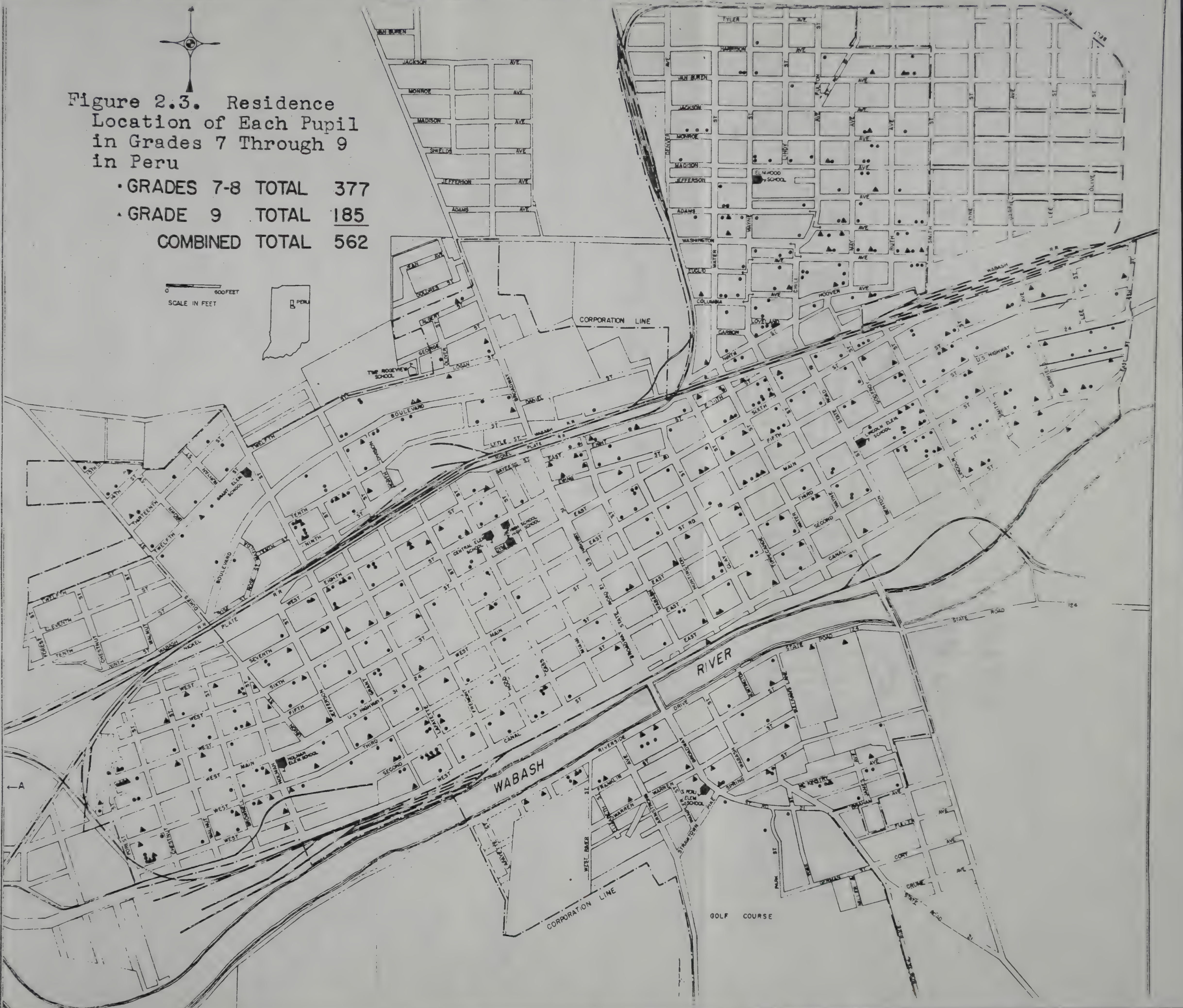

Figure 2.3. Residence Location of Each Pupil in Grades 7 Through 9 in Peru

home economics. The science instruction in the Peru Junior High School consists of one semester of science and one semester of health for the seventh grade, followed by one semester of grammar and one semester of general science for the eighth grade. Science for the eighth grade is taught five times per week and texts are used together with teacher demonstrations and a certain number of pupil experiments. Equipment and storage space are fair.

These two grades (grades 7 and 8) have instruction in both vocal and instrumental music under special teachers. Grade 7 takes what is called the general music course and grade 8 continues work in the general music course and in addition has two periods of 55 minutes each per week of eighth grade choir practice. In instrumental music individual instruction on band instruments is given to the seventh graders weekly and there is a junior high school band of over 60 members which practices three periods per week. Junior high school band practice sessions are held in the high school band room, which is acoustically treated and provided with proper storage for uniforms, music, and instruments. Members of the junior high school band have smart-looking uniforms and show pride in their organization. Parents pay half of the cost of band instruments and the school pays the other half, but the parents purchase the uniforms.

There are 12 classes in junior high school art, both the seventh and eighth grades having art instruction for a full period once a week. This instruction takes place in a special junior high school art room which has storage facilities but somewhat unsatisfactory lighting.

Physical education is provided for the pupils of grades 7 and 8, the girls taking their work in the old gymnasium and the boys using the new gymnasium. Special teachers handle this work for the separate sexes, and the pupils have proper shower, locker, and toilet facilities. Two periods of 55 minutes each are devoted to this work every week.

Girls in grade 7 have a full year of home economics instruction, the first semester subjects being personal grooming and sewing and the second semester's work consisting of foods. Grade 8 takes clothing the first semester and a combination of foods, child care, purchasing, and budgeting the second semester. Grade 7 has its work every week for two periods of 55 minutes each and grade 8 has three such periods weekly. The foods laboratory is in the basement and is equipped with two gas ranges, four gas ovens, a U-shaped work bench with 20 gas burners on it, a refrigerator, four sinks, and a good pantry for food storage. This equipment is far from expensive for the foods department of a junior high school with an enrollment as large as that obtaining at this school. The U-shaped work bench with its individual burners is decidedly antiquated. The sewing room is adjacent to the foods laboratory and borrows its sewing machines from the high school home economics department. This sewing room has 120 lockers for pupils' projects, an electric iron, four tables with 24 seats, a three-way mirror, a cutting table, a closet, a file case, and two book cases. There are no screens or other

facilities for fitting purposes. It would be much more satisfactory, although not so economical, if the department had its own sewing machines and did not have to borrow from the high school. Aside from the sewing machines, the equipment for the department is relatively inexpensive.

Industrial arts for the junior high school boys consists of four nine-week units of general-shop work in drafting woodwork, metal-lathe work, and sheet metal. The eighth grade boys take advanced work in the same general-shop units. The seventh grade has two 55-minute periods weekly and the eighth grade has three periods weekly in their general-shop work. The junior high school boys do their woodwork, drafting and metal-lathe work in one shop and their sheet-metal work in another room. The sheet-metal shop is provided with very good equipment, but the lighting in the shop is poor, ranging from 10 to 30 footcandles. In the wood shop, drafting has to be done on the woodworking benches and the lighting is poor in the center and on the inside walls of the room. Equipment in this shop can be rated as fair only. A desirable addition would be a table saw for the use of the instructor.

The junior high school pupils use the old gymnasium for an auditorium. Pupils who become ill at school can be isolated in the nurse's clinic. The junior high school pupils use the noon lunch facilities provided for the high school pupils.

Two women teachers and the school nurse counsel with the junior high school girls, and two men and the junior high school principal counsel the boys. The high school dean of boys and the teachers help the eighth graders make out their programs for the ninth grade, which are approved and signed by the parents after having been agreed to by the pupils and their counselors. Cumulative record cards are available in the school system for grades 1 through 12 and have records for each pupil of learning ability tests and standardized subject-matter tests.

The junior high school has a library room approximately 20 feet by 20 feet in size, equipped with two tables and 12 chairs. The library is under the direction of a trained librarian but is poorly lighted and has no separate work room for the librarian. Slightly over 1,100 books, plus additional reference works, and 24 magazines are available in the library. Six pupils help with the library work.

Ample facilities for use of audio-visual materials are provided for the junior high school pupils.

Study of the Peru school system reveals an unduly crowded situation the Peru two-year junior high school. It is doubtful whether present facilities will suffice to house grades 7 and 8 very much longer.

The Peru High School

The Peru High School is located on an unfortunately small site which contains also the Peru Junior High School and the Central School. The site lacks sufficient outdoor play area and parking space. The high school holds a first class commission from the Indiana State Department of Public Instruction and is a member of the North Central Association of Colleges and Secondary Schools, an accrediting agency for high schools and colleges which operates in 19 states in the North Central area of the United States.

Enrollment. Enrollment figures for the Peru High School are given in Table 2.3.

TABLE 2.3. ENROLLMENT IN THE PERU HIGH SCHOOL AS OF NOVEMBER, 1955

Grade	Enrollment
9	245
10	239
11	200
12	185
Total	869

The total enrollment in this four-year high school is 869, the ninth grade having 245 pupils enrolled and the twelfth grade 185. According to the data contributed by the school officials at the time of the school census, of the 869 high school pupils enrolled, 650 are residents of the school corporation and 219 transfer into the Peru schools. A spot map similar to that appearing as Figure 2.3 was prepared to show the residence location of pupils in grades 10, 11, and 12 but has not been included in this publication. The residences of these pupils show about the same characteristics as are shown in Figure 2.3 for the residences of pupils in grades 7, 8, and 9. In general, the high school is centrally located for the convenience of pupils within the limits of the school corporation.

The high school program. To provide for a variety of pupil interests and objectives, the Peru High School offers seven different curricula as follows: college entrance, general, art, business education, industrial, vocational machine shop, and vocational home economics. This is a satisfactorily broad set of curricular offerings under which almost any pupil can find opportunities consistent with his ability and interest.

Academic subjects are excellently provided for in the courses offered. English includes work in composition, grammar, literature, speech, dramatics, and journalism. Speech correction is given on an individual basis for pupils whose speech is defective. Mathematics has one-year courses in general mathematics, algebra, plane geometry, and shop mathematics, and half-year courses in solid geometry, advanced alge bra, and senior mathematics, the latter a course introducing the student to some aspects of triginometry. In the field of languages two years each of Latin, French, and Spanish are available. In the sciences one-year courses in biology, physics, and chemistry and half-year courses in narcotics, electricity, advanced physics, and aeronautics are offered. History and government are represented by one-year courses in world history, United States history, and United States government.

The laboratory facilities and storage for physics and chemistry are adequate, and the biology laboratory is satisfactory. The biology laboratory accommodates six classes daily, but there are two other biology classes that operate in an unsatisfactory classroom for science somewhat removed from the biology laboratory. A better arrangement would be to have these two biology classes meet in a room adjacent to the regular biology laboratory, so that they could share the use of its equipment on certain days. As enrollment increases, it is apparent that another biology laboratory will have to be provided.

The vocational fields in the high school afford many opportunities for practical types of training. Business education provides four semesters of typing for commercial students and one semester of general-purpose typing for non-commercial students, four semesters of shorthand, three semesters of bookkeeping, one year of general business, one semester of commercial arithmetic, training on office machines, and one semester each of salesmanship and commercial law. This department has long had an outstanding reputation in Indiana for the high quality of its work for business students. Some additional machines, such as electric typewriters, calculators, adding machines, billing machines, and mimeograph and ditto machines would be desirable additions to the equipment. As the high school enrollment continues to increase, it is obvious that the space now allotted to the business education department, especially for typing, will have to be expanded.

In the industrial field majors may be taken in drafting, printing, woodwork, and metal-work, there being four years of work offered in each of those areas. Pupils who wish to take machine shop on a vocational basis work in that area 15 hours a week during their junior and senior years. Majors in each area named above who wish to go into industry are assisted by the vocational teachers in securing employment in the industrial life of Peru and surrounding communities. The drafting shop has 30 drafting desks and adequate storage in the room. The lighting is adequate. A Leroy lettering set would be a desirable addition to the equipment of the drafting department. The printing shop has poor lighting over the composing tables and the presses. The Intertype machine is old and should be replaced with a modern linotype machine,

but otherwise the equipment is satisfactory. The wood shop is large, but most of the equipment is old except for a new table saw. There is satisfactory storage for lumber and a separate finish room which has very poor lighting and no ventilation except by windows. The machine shop has an excellent set of power machines and hand tools, but the power machines are too close together and are in poor colors for instructional purposes. Additional items of equipment needed for the machine shop are two turret lathes, which would be highly desirable for training pupils in the vocational machine shop curriculum. With as many hand and power tools as are used in the industrial departments, it might be useful to have an annual budget set up for their repair and replacement.

The foods laboratory for the high school home economics department is located in the basement in a room that is unfortunately irregular in shape. A little office at one end of the room has been turned over for use as a pantry. The storage space for utensils and foods is adequate. Equipment consists of three electric and three gas ranges, sinks and work counters, and two refrigerators. The home economics kitchen should eventually be moved out of its present location and the space given over to the school cafeteria which is immediately adjacent. The home economics department has an apartment unit 33 by 24 feet organized into a sitting-dining room, a bedroom and bathroom, and a small kitchen. Inasmuch as this apartment is located on the first floor, it is not practicable to use its dining room in connection with the home economics foods laboratory. The apartment serves a useful purpose in training in room arrangement, furnishing and decoration, home nursing, etc. The sewing laboratory is on the first floor. The room is poorly lighted. It contains eight tables with seats for 32 persons. A number of electric and treadle sewing machines are moved out part of the year to the sewing laboratory in the junior high school, an unsatisfactory although economical arrangement. The room has a three-way mirror and two electric irons, but no steam iron. There are a number of drawers and cabinets for storage, but the storage space altogether is insufficient. The sewing laboratory has neither a separate fitting room nor screens with which to isolate part of the room for fitting purposes. The homemaking curriculum is organized on a vocational basis, in accordance with the regulations of the Division of Vocational Education of the Indiana State Department of Public Instruction, and includes training in a carefully selected variety of knowledges and skills essential for the homemaker.

The art department offers four full years of work and is the core of a curriculum leading to graduation. The work includes clay modeling, stencil work, commercial art and advertising layouts, elementary and advanced drawing and painting, block and silk screen printing, toy design, leather craft, weaving, jewelry design, figure drawing, costume design, sculpture and pottery, and interior decoration. The art instruction is given by a special art teacher for the high school only. The art room is on the first floor, the lighting is inadequate, and there is no student storage and but little storage for supplies. Equipment consists of 20 desks, a paper cutter, two potter's wheels, one kiln and an enameling

kiln, leather craft tools, silk screen, linoleum block, spray gun, etc. The work seems popular and there is an active art club of 42 members who meet every week for two hours and a half. The art department should have drawing boards and art tables rather than the present desks. Storage is such a major problem that it can hardly be solved except by moving the department to larger quarters provided with proper storage cabinets and drawers.

The Peru High School supports both vocal and instrumental music organizations and will count a maximum of three units (6 credits) in music toward graduation. Credit is given for membership in the various school organizations concerned with music, such as chorus, the advanced choir, glee clubs, the "B" band, the "A" band, and a course in theory and harmony. The vocal and instrumental groups meet in an acoustically treated band room. There is adequate storage for music, instruments, and uniforms. A practice room is adjacent and there is a small office for the instructor. Instruments are purchased by the school and the parents in cooperation, and parents furnish their children with uniforms.

Physical education is required in grades 9 and 10. It comes three times a week and carries three tenths of a credit each semester. Additional credit in the subject may be earned at the rate of one tenth of a credit a semester for each hour of participation per week. There are separate teachers for each sex, separate gymnasiums, and proper equipment of showers, lockers, and toilets. The school supports organizations for participation in football, basketball, track, tennis, golf, and cross country running. One semester of health and one of safety are taught in the tenth grade, and driver's training is also provided. The physical education division has under its direction a laundry room with a large commercial type of washer.

There is a main library room and a smaller room for fiction only. The lighting is poor in both rooms. The library is supplied with tables and chairs and will seat about 80 persons. A trained librarian is in charge of the library, and 22 pupils serve as helpers at different periods of the school day. One end of the library is used as a work room for cataloging and repairing books. The library has a number of general reference works and 3,631 books in good condition. About 30 magazines are taken regularly. The librarian is well supplied with desks, card system files, and other needed equipment.

A school nurse is employed for all the city's schools. She has a clinic room in the high school building which is provided with a cot, running water, and toilet for the boys and similar provisions for the girls. Pupils who become ill at school can be isolated in this clinic room. In view of the size of the school system, it might be that the services of a second nurse would be desirable.

The old gymnasium is used as an auditorium for the high school. It has a stage, with a curtain, backdrops, and dressing rooms, and will seat about 1,200 persons.

The high school is well provided with equipment and materials for audio-visual education. One room is used for such work. The school has three motion-picture machines, two opaque projectors, one strip projector, two phonographs, one radio-phonograph, three tape recorders, and a public address system. Most of the materials for use in these facilities are rented, and others are owned by the school.

The high school supports a school lunch program which serves children from the Junior High School, the Central School, and St. Charles Parochial School. The kitchen is separated from the dining area and is excellently equipped. About 90 persons can be seated in the dining area at one time, and about 275 get hot lunches daily. Pupils pay 25 cents for lunches. Two adults and 16 pupil helpers are employed for the lunch service. One of the home economics teachers spends the time from 11:00 to 12:45 o'clock daily in the lunch room and plans the meals and does the buying. The bookkeeping is cared for by another person. The school receives some aid from the federal government for the lunch program.

The Peru High School has a guidance program which makes use of pupils' cumulative records from grade 1 through grade 12. Teachers record their observations of pupil characteristics on those cumulative records, and grades are recorded as well as the results of I.Q. and standardized subject-matter tests. Eighth grade pupils are helped by guidance workers to make out their ninth grade programs and to fill out long-term plan cards which are revised at the end of the ninth year and thereafter as needed. The high school principal and the two deans assist teachers in the counseling work. Vocational students are counseled in relation to the problems of young workers in the fields of preparation taken and are assisted in finding employment, with the local branch of the United States Employment Service giving help in job-finding. Both group and individual guidance are provided for the seniors who plan to go to college, one teacher giving a full period every day to such activities. The dean of boys and the dean of girls teach three periods daily and are in their offices the rest of each day to assist with the problems of students and to perform their administrative tasks. Follow-up reports from employers and from colleges indicate satisfactory accomplishments from the graduates who have been recommended.

Summary

The Peru city schools are administered by a board of education consisting of five members appointed by the City Council for overlapping terms of three years each. The board employs a principal for each of the six elementary school buildings, a principal for the junior high school, and a principal and an assistant principal for the high school. The teaching duties of the elementary principals vary from full time to half time. Supervisors are employed for art, vocal music, and instrumental music. A school nurse, a speech and hearing therapist, and an attendance officer are also employed.

The vertical organization of the Peru schools is the K-6-2-4 plan. There are 1,315 pupils enrolled in grades 1 through 6 and an additional 211 in the kindergarten classes. The average enrollment per elementary teacher for the entire city is 32.07 pupils, with the largest average enrollment in any one building, 37 pupils per room being in the South Peru School. Peru's schools have 10 classrooms with two grades in each room, and 63 per cent of the elementary classrooms exceed the recommended standard of 30 pupils per room.

The elementary schools teach the fundamental courses of study required by the State Department of Public Instruction, with art, vocal music, and instruction on band instruments bei handled by special teachers. Health is taught in all grades, and a school nurse visits each school weekly. All of the schools have some library books for their pupils, but only one elementary school has a special library room. Pupils at the Central Elementary School are the only elementary pupils who have the advantage of a hot lunch program. A speech and hearing therapist works on a regular schedule at each school. The elementary schools are well supplied with facilities for audio-visual education. Four schools have departmentalized instruction in grades 5 and 6 and one has it in grades 4, 5, and 6.

The Peru Junior High School takes in the seventh and eighth grades only and enrolls 418 pupils in those grades. The usual state-approved courses of study are taught, together with work in health, general science, art, music, physical education, general shop, and home economics. The room used for the library is small and is not too well supplied with books, although it has about 1,100. The present quarters of the two-year junior high school are overcrowded and will not suffice to house the increasing enrollments anticipated in grades 7 and 8.

The Peru High School enrolls 869 pupils, of whom 650 are residents of the school corporation. The school provides seven different curricula, of which four are vocational. There is an excellent array of academic and practical subjects offered. Laboratories are adequate except for several biology classes, shop areas are extensive and for the most part very well equipped, and the foods laboratory is the most unsatisfactory part of the facilities for home economics. Larger quarters are needed for the art department. The lighting in a number of the high school departments should be improved. The kitchen for the hot lunch program is satisfactory. Equipment and materials for audio-visual education are very good. The high school seems to have a good guidance program for its pupils, and reports from colleges and employers indicate that recommended graduates have been thoroughly prepared.

CHAPTER 3

ESTIMATED FUTURE ENROLLMENTS

An estimate of future enrollment is a necessary part of the school survey. Such estimates form bases for recommending construction of new facilities and for the efficient utilization of present facilities. Although every effort is made to evaluate carefully past trends in both school and community population, there is always the chance that some unpredictable factor will cause deviations from the estimates. Therefore it is recommended that such estimates be subjected to careful scrutiny at two-year periods, in order to make suitable revisions as new trends develop. Also, estimates are seldom carried beyond a future period of more than 10 years.

Two sources of data provide the primary information for making such estimates: first, the present enrollment and past trends in the progress of pupils through school is carefully considered; second, a tabulation is made by year of birth of all children not yet old enough to be in school. These two primary sources of data are influenced by such things as continuing trends in birth rates, in-migration of new families, and trends with regard to pupils transferred from other corporations. It is difficult to establish definite conclusions about such trends, so certain assumptions must necessarily be made.

Factors Which Affect Peru Enrollment

The relative effects of all the factors which go into estimates of future enrollment in the Peru schools have been carefully evaluated, with the purpose of making predictions of enrollment for the next decade.

Community growth and school enrollment. As has been noted, Peru is a growing community. Because of recent developments at the Bunker Hill Air Base, it was assumed that this growth would be accelerated slightly for the next three years. Accordingly, a growth factor in school enrollment of 1.7 per cent per year for the next three years, and of .7 per cent for the succeeding seven years was assumed. The principal application of this growth factor was in modifying the tabulations of preschool children.

Progress of pupils through school. Progress ratios from grade to grade were determined from observations of enrollment data for the past five years. Actually, these ratios have little effect upon total enrollment in grades 2 through 8. However, when a large number of children are retarded at the first grade level, total enrollment is increased, and, as pupils tend to drop out of high school from the ninth grade on, total enrollment is thereby decreased. There was very little evidence in the Peru schools of retardation at the first grade level; in fact, less than two in 100 first graders in an average year repeat that grade.

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[illegible]

[illegible]

[illegible]

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[illegible]

Also, only about 20 to 25 per cent of those who enter high school fail to complete high school. This is very good holding power when it is considered that some high schools graduate only about 50 per cent of those who enter the ninth grade.

Pupils transferred from other corporations. In grades 9 through 12 Peru accepts pupils from several township corporations, but primarily from Peru Township and Washington Township. In the present year it is also accepting eighth graders from Peru Township. An assumption was made that present policies would continue throughout the 10-year period. During the next decade the yearly number of transfers at the eighth grade level from Peru Township will vary between a low of 36 and a high of 58. At the ninth grade level, the yearly number will vary between 58 and 103. If any changes are made in transfer policies, an immediate revision of enrollment estimates will be necessary. For example, it is likely the city of Peru will be asked to accept seventh graders from Peru Township, if crowded conditions in the township schools persist.

Pupils from parochial schools. There are two parochial schools in Peru, each housing eight grades. Most of these pupils will enter Peru High School at the ninth grade level. Over the next 10-year period, it is estimated that from 16 to 43 pupils per year would enter the ninth grade from the parochial schools.

Estimates of Kindergarten and First Grade Enrollme

The number of preschool children tabulated in the schoo census and estimates of kindergarten and first grade enrollmen for the next 10 years in the Peru public schools are shown in Table 3.1. An examination of the trends for the last five years indicates that about 83 per cent of those eligible to attend kindergarten one actually enrolled each year. This ratio was used to estimate kindergarten enrollment. A check on the reliability of the school census indicated an error of slightly more than 1 per cent. This amount of error is actually less than that estimated for any United States census, and indicates a good degree of accuracy on the part of census workers. To project enrollments to the end of the 10-year period, it was necessary to estimate how many children would be born in each of the next four years (1955-1956 to 1958-1959, inclusive). The average of the previous four-year period was used as the basis for this estimate. Census tabulations were corrected to allow for population growth, retardation, and census error in estimating enrollment at the first grade level. The peak year for births in the city of Peru appears to have been reached in 1952-1953, although the present year shows almost as many. In the estimates the peak year for first grade enrollment should be reached six years later. However, beginning with 1961, first grade enrollment should remain fairly constant at only slightly under the peak year. Kindergarten enrollment will reflect the trends in first grade enrollment one year earlier in each case.

TABLE 3.1. CENSUS TABULATION BY YEAR OF BIRTH, AND ESTIMATES OF KINDERGARTEN AND FIRST GRADE ENROLLMENT IN PERU PUBLIC SCHOOLS FOR EACH OF THE NEXT 10 YEARS

Year of birth*	Number	Corrections.**			Year of entrance	Kindergarten	First Grade
		Population increase	Retardation	Census error			
1949-1950	237	4	4	3	1956	211	248
1950-1951	241	6	3	3	1957	231	253
1951-1952	257	13	4	3	1958	239	277
1952-1953	265	15	4	3	1959	205	287
1953-1954	224	15	4	3	1960	238	246
1954-1955	261	19	3	3	1961	232	286
1949-1955	1,485	92	22	18	1956-1961	1,356	1,597
1955-1956	252***	20	4	3	1962	234	279
1956-1957	252	22	4	3	1963	235	281
1957-1958	252	23	4	3	1964	237	282
1958-1959	252	25	4	3	1965	238	284

*School entrance policy: Those born between October 1 and September 30 enter each year.

**Includes 1.7 per cent per year for population increase, 1.4 per cent per year for retardation, and 1.2 per cent for census error.

***Estimated as the average of the previous four-year period.

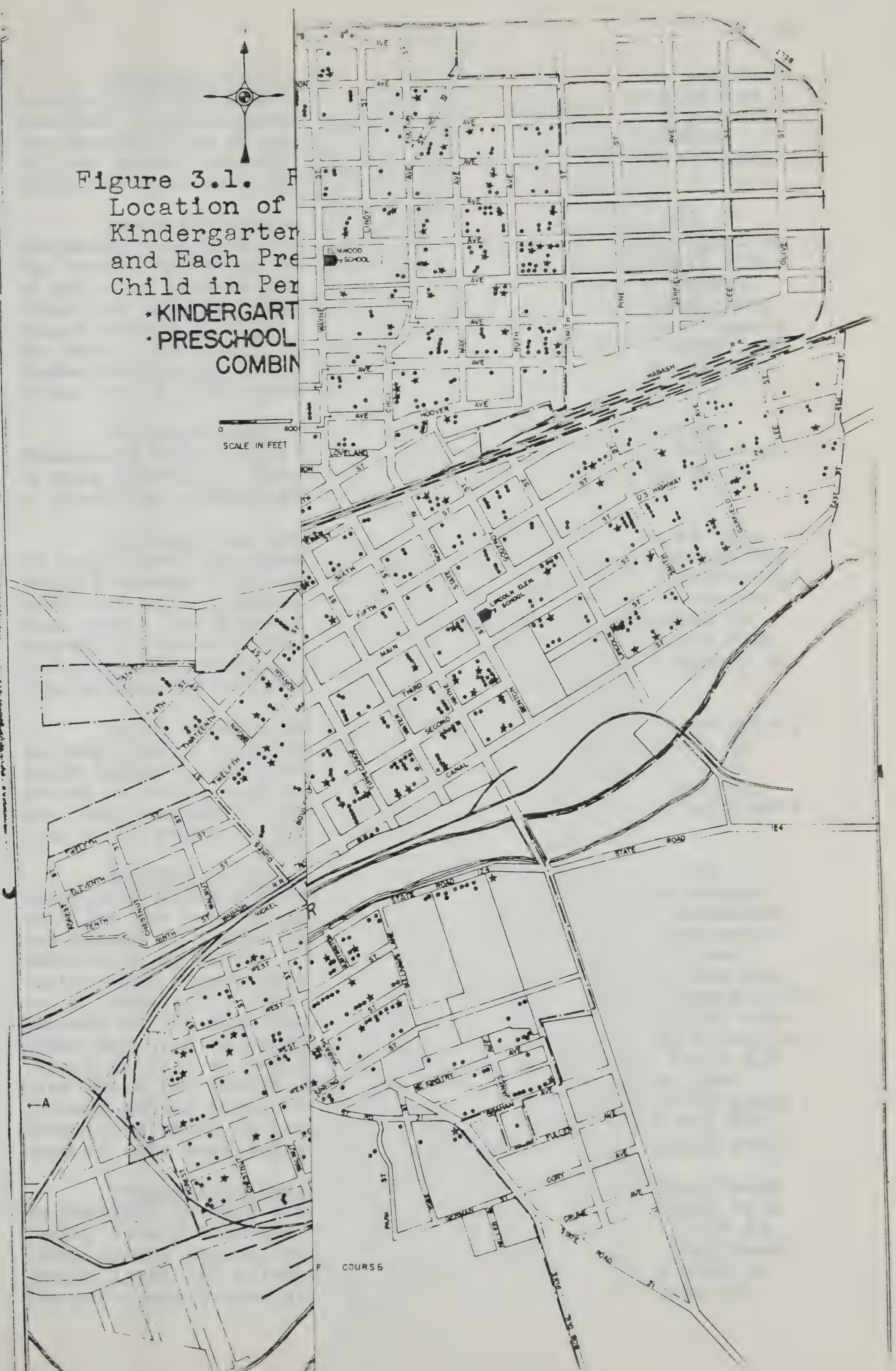
Figure 3.1. F
Location of
Kindergarten
and Each Pre
Child in Per

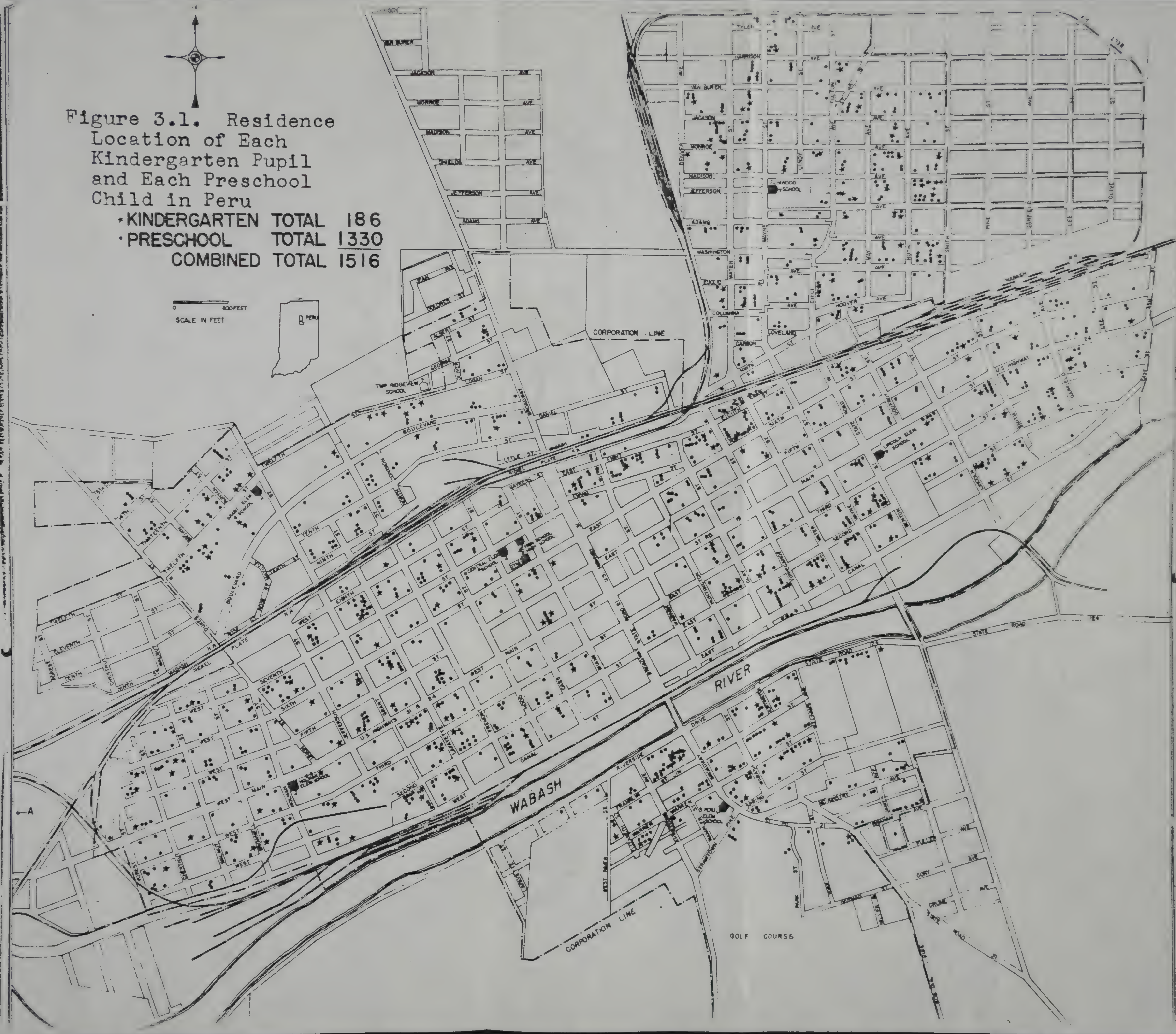

Figure 3.1. Residence Location of Each Kindergarten Pupil and Each Preschool Child in Peru

★ KINDERGARTEN TOTAL 186
• PRESCHOOL TOTAL 1330
COMBINED TOTAL 1516

Residence location of preschool children. The residence locations of children of preschool age and of each child now enrolled in kindergarten are shown in Figure 3.1. In general, the distribution of residences for these younger children follows rather closely that exhibited for elementary children, which was discussed in Chapter 2.

The striking feature of this distribution is the extremely favorable location of present schools with regard to the concentration of future school population. The main body of the city between the network of railroads and the Wabash River can very well be districted into the Lincoln Elementary School toward the east and the Holman Elementary School toward the west. If future plans call for converting the Central Elementary School to other purposes, additions at Lincoln and Holman would still serve this whole area satisfactorily.

If South Peru continues to develop, the South Peru Elementary School will be very inadequate in size to take care of this district. Undoubtedly some thought should be given to providing additional facilities in this area.

Although the problem is not quite so pressing as that in South Peru, the northwestern Peru area, centered around the Grant Elementary School, may outgrow that facility. Eventually, provision will probably be necessary for additional rooms in that area. The Elmwood School is very centrally located in respect to present city boundaries. In fact, should the city limits be extended eastward in this area, walking distances to this school would still not be great.

It is obvious that the present junior-senior high school is very centrally located. However, it may be necessary to build either a new junior high school or a new senior high school at some other location. The present site is probably not large enough to provide facilities for the total enrollment five to 10 years in the future.

Estimated enrollment in grades 1 through 12. The enrollment estimates for elementary, junior high, and senior high for the next 10 years are shown in Table 3.2. Elementary enrollment is listed as grades 1 through 6; junior high school enrollment as grades 7 and 8, and also as 7 through 9; and senior high school enrollment as grades 9 through 12, and also as 10 through 12. The reason for this differential organization pattern at the high school level rests in the possibility that there may need to be some modification of the present organizational pattern as the new buildings are completed. Table 3.2 also shows the actual enrollments in September, 1955, the present school year. These actual enrollments differ slightly from those shown in Chapter 2, due to the fact that the two sets of data were taken at different times in the school year.

Future enrollment at the elementary level. Enrollment in grades 1 through 6 was 1,305 this year. There should be a fairly steady increase to a peak year enrollment of 1,629 in 1964, unless unusual community growth takes place. Enrollment should level off after 1964. In the peak year there will be 324 more pupils enrolled in the elementary program than at

TABLE 3.2. ESTIMATED SEPTEMBER ENROLLMENT IN PERU PUBLIC SCHOOLS FOR EACH OF THE NEXT 10 YEARS

Year	Grades 1-6	Grades 7-8	Grades 9-12	Grades 7-9	Grades 10-12	Grades 1-12
1955 (Actual)*	1305	418	869	663	624	2592
1956	1414	410	894	667	637	2718
1957	1454	518	994	850	662	2966
1958	1538	472	975	705	742	2985
1959	1566	500	1035	821	714	3101
1960	1550	577	1093	904	766	3220
1961	1574	568	1160	960	768	3302
1962	1599	566	1303	964	905	3468
1963	1623	555	1372	956	971	3550
1964	1629	577	1405	952	1030	3611
1965	1626	611	1398	996	1013	3635
Peak	1,629 (1964)	611 (1965)	1,405 (1964)	996 (1965)	1,030 (1964)	3,635 (1965)
Increase over this year	324 (25%)	193 (46%)	536 (62%)	333 (50%)	406 (65%)	1,043 (40%)

*Data taken from Form 35b, report of the superintendent of schools to the State Superintendent of Public Instruction.

present. This is an increase of 25 per cent and represents the need for about 11 additional classrooms above those now being utilized.

Enrollment at the junior high school level. In grades 7 and 8 combined, the present enrollment in 418. This should increase rather steadily to a peak of 611 is 1965, and will probably still increase for several years beyond that year. The peak year will represent an increase of 193 students over the number enrolled this year.

In grades 7 through 9 there were 663 enrolled this year. Yearly enrollment in these grades will increase to a peak of 996 by 1965 and may continue increasing for several years thereafter. In all, there should be about 333 more pupils enrolled in these three grades at the peak year than there are at present. The expected percentage of increase at the junior high school level will range between 46 and 50 per cent depending upon how many grades are included in the organizational pattern.

Enrollment at the senior high school level. In grades 9 through 12 there are at present 869 enrolled. This number should increase to 1,405, or about 62 per cent, by 1964, as is indicated in Figure 3.2.

In grades 10 through 12 the present enrollment of 624 will increase to vver one thousand by 1964, or about 65 per cent. The slight regression indicated in senior high school enrollment in the year 1965 should be considered temporary, actual enrollment at this level should continue increasing for several years beyond 1965.

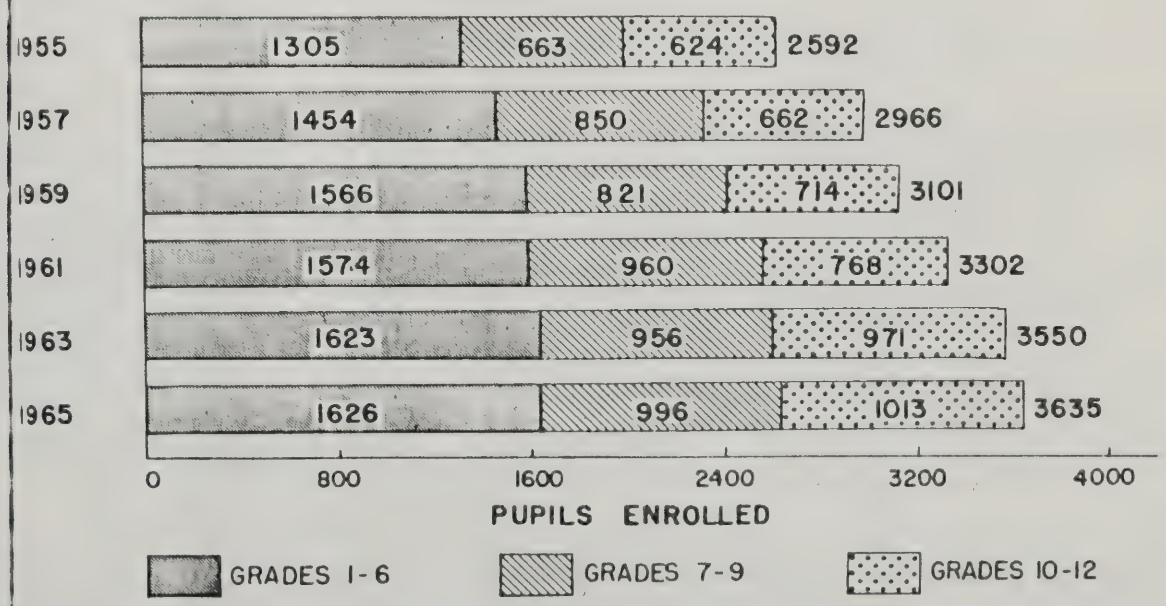

FIGURE 3.2. PRESENT AND ESTIMATED FUTURE ENROLLMENTS IN THE PUBLIC SCHOOLS OF PERU, BY ALTERNATE YEARS, 1955-1965

It is observed that the tremendous increases experienced in past years at the elementary level are just beginning to have their effect upon junior high school and senior high school enrollments. The expected increases at the high school level in Peru are very similar to those estima ed in other communities of similar type.

Summary and Conclusions

The data obtained from the school census and the present enrollment figures taken from the school records were used as primary bases for projecting enrollments through the next 10-year period. Allowance was made for expected population increases, expected drop-outs at the high school level, expected transfers from other corporations, expected pupils at the high school level from parochial schools, and retardation at the first grade level.

Yearly enrollments in grades 1 through 6 will increase about 25 per cent by the end of the decade. Yearly increases at the junior high school level will be about 50 per cent, and at the senior high school level, about 65 per cent.

Since assumptions upon which these estimates were made are always subject to error, it is recommended that periodic observations be used to determine when the revision of the estimates is desirable.

CHAPTER 4

SCHOOL BUILDINGS AND FACILITIES

Most educators today are convinced that the educational environment or school plant is a very important factor and may contribute to or detract from the optimum health and education of pupils. Properly planned school facilities greatly lessen the fatigue of school children and therefore contribute much to the efficiency of the school program as well as to the mental and physical health of the pupils. The whole child goes to school; he goes to school socially, emotionally, physically, and mentally. All well-planned school programs will take cognizance of this very fact and will provide properly balanced physical and psychological environments. In the past, architects and educators were interested in providing the pupils with shelter from the elements; today they want school buildings to do much more than that. Because of great strides in the planning of school buildings, it is now possible to plan healthful and comfortable conditions as well as facilities which can be adapted to changing programs. In evaluating the Peru school buildings, considerable weight has been given to these features.

Widely accepted standards for school buildings have been used in evaluating the Peru school buildings and their utilization. Also, the enrollment estimates given in Chapter 3 have been converted into classroom needs at the various levels and, by comparing this with an inventory of usable rooms, the estimated surplus or deficit of classrooms for the next decade has been found. Any marked deficit, of course, indicates the the necessity for a carefully planned building program.

Recommended Standards to Meet Educational Needs

Too many citizens tend to evaluate the present school plant in terms of nostalgic memories of both the buildings and the program of another day rather than in terms of how well these buildings can provide for the present and future school programs. Educational philosophies, methods, and needs all change and improve, while buildings become both physically and functionally obsolete. Since better school plants will be provided only as rapidly as the public sees the need, school patrons should be invited to inspect the schools in the light of present and future needs. As a basis for such an inspection, both school officials and patrons should become acquainted with modern standards for school plants.

For a number of years groups such as the National Council on Schoolhouse Construction and the American Association of School Administrators have provided nationally recognized standards for school buildings and sites. More recently, the Division of Schoolhouse Planning of the State Department of Public Instruction and the Administrative Building Council of Indiana have set up minimum requirements for Indiana school

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buildings and sites. These requirements are summarized in School Construction Rules and Regulations, Volume V of the Rules and Regulations of the Administrative Building Council of Indiana. Volumes I through IV of these Rules and Regulations and the Public Health Code of Indiana must be consulted for more detailed information. The major requirements, derive from Volume V of the Rules and Regulations, for the site, the sanitary facilities, classroom size, and natural and artificial lighting are given below.

The site. The school site should comply with the requirements of the Public Health Code of Indiana. The Division of Schoolhouse Planning of the State Department of Public Instruction has established the following minimum standards for school sites:

A. Size:

1. Minimum size for an elementary school of 200 or fewer pupils is seven acres plus an additional acre for each additional 100 pupils, or major fraction thereof, enrolled.

2. Minimum size for a high school of 300 or fewer pupils (also for a combined elementary and high school) is 12 acres plus an additional acre for each additional 100 pupils, or major fraction thereof, enrolled.

B. Freedom from hazards and nuisances.

C. Suitability for adequate walks, driveways, parking, shrubbery, vegetation, outdoor instruction, and community use.

Sanitary facilities. The following ratio of fixtures to users is considered the minimum:

Ratio of Fixtures to Users

	Grades K-8	Grades 7-10 and 9-12	Assembly rooms and buildings
Girls' water closets	1-20	1-30	1-125
Boys' water closets	1-35	1-50	1-200
Lavatories	1-20	1-25	1-150
Drinking fountains			
(a) First fountain	1-50	1-50	
(b) Additional fountains	1-75	1-75	

Classroom size. The Division of Schoolhouse Planning of the State Department of Public Instruction has established the following minimum classroom area standards for net class performance space in the clear. Minimum areas for high school academic classrooms are established on the basis of an enrollment of 30 pupils. Academic classrooms for larger enrollments must be proportionately increased in areas.

Types of classrooms	Areas (square feet)
1. Kindergarten	1,050, plus storage and toilet area
2. Elementary:	
a. Lower elementary--for integrated activities, with toilet facilities (so-called self-contained classroom)	875, plus toilet area
b. Lower and upper elementary--for integrated activities	875
c. Upper elementary--departmentalized academic rooms	735
d. Upper elementary--departmentalized special purpose rooms; areas as for high school except:	
e. Playroom	1,500
f. Library	1,050
3. High school	
a. Academic (for 85 per cent of total classrooms)	750
b. Library (for 10 per cent of enrollment)	25 per reader
c. Library study	25 per reader
d. Audio-visual, music appreciation, little theatre	1,340
e. Music--vocal (60 pupils)	16 per pupil
f. Music--instrumental (60 pupils)	20 per pupil
g. Business education or commercial (non-academic) (30 pupils)	30 per pupil
h. Art (drawing)	750
i. Art (commercial)	875
j. Foods laboratory (30 pupils)	40 per pupil
k. Clothing laboratory (30 pupils)	40 per pupil
l. Combination home economics (30 pupils)	50 per pupil
m. Shop, general (specialized shop according to class enrollment and equipment requirement)	1,500

Types of classrooms	Areas (square feet)
n. Science (including storage space) (30 pupils)	35 per pupil
o. Gymnasium, instructional area (not field house)	7,296 (76 x 96 x 21)
p. Cafeteria eating space	10 per pupil
q. Medical suite (one dimension, 22 feet)	35 per examinee

Note: Basement classrooms and activity rooms below grade are to be avoided.

Natural light. Provisions should be made for admitting adequate natural light for health and safety, including at least the following:

A. Window areas in schoolrooms should conform to the requirements of the Public Health Code of Indiana, which provides that window areas in classrooms shall not be less than approximately one sixth of the total floor area. A reasonable amount of top lighting of an approved type may be used to supplement the window area.

B. Protective devices for classroom windows, such as guard rails, planting areas, or similar arrangements, should be installed on the interior of the room in front of windows having stools 30 inches or less from the floor.

C. Continuous clear glass in classroom windows should extend at least from the window stool to not less than six feet above the floor.

D. Audio-visual rooms that have no windows should be ventilated as required by the Heating, Ventilating, and Air Conditioning Rules and Regulations of the Administrative Building Council.

Artificial lighting. Adequate artificial lighting should be provided to protect health and safety, including at least the following:

A. Artificial lighting should be provided by means of suitable electric lighting, which will minimize direct glare.

B. Average maintained levels of illumination (with variation in uniformity not to exceed 2 to 1) should be as follows:

1. On desks and chalkboards in the classroom and laboratories, study hall, lecture rooms, art rooms, offices, libraries, shops, and cafeterias, if used as study halls: Minimum average of 30 footcandles.

2. Drafting rooms, typing rooms, sewing rooms, and all other rooms where detail work is to be done: Minimum average of 50 footcandles.

3. Reception rooms, gymnasiums, and swimming rooms: Minimum average of 20 footcandles.

4. Auditoriums, cafeterias (not for study), food preparation areas, locker rooms, washrooms, corridors containing lockers, and stairways: Minimum average of 10 footcandles.

5. Open corridors, storerooms, and service areas: Minimum average of five footcandles.

6. All light intensity measurements should be made at the level of the work; or, in rooms where no work is done, at a height of 30 inches above the floor.

Natural light alone, or in combination with artificial light, should also provide at least the minimums set out above for artificial light. Natural lighting should be so controlled as to maintain low brightness differences between the sources of daylight and the interior of classrooms. Similarly, artificial lighting should be so shielded as to prevent the bare light source from being within the field of vision during normal work. The light standards quoted above refer only to the quantity of light, while the modern emphasis in school lighting is upon the quality of the light, which is determined by the location and intensity of the light source and by its surroundings or environment. Comfort and efficiency in vision results when a suitable visual environment is provided. A suitable visual environment results when there is uniform distribution of light, a careful control of reflectances throughout the room, and a light pattern which accurately defines the size, shape, and localization of all objects within the room. The brightest surface in the visual field should be no more than three times a bright as the work, and the work should be no more than three times as bright as the darkest visible surface. This brightness balance can be maintained through low surface brightness, high reflection factors, and the use of non-gloss surfaces. Ceilings should have an 80 per cent reflection factor; walls, 60 per cent; trim, 40 to 60 per cent; desks and floors, 30 to 40 per cent; and chalkboards, not less than 20 per cent. This requires the use of matte or semi-gloss finishes, with ceilings painted white or off-white, walls in light pastels for the most part, and woodwork, desks, and floors either of light-colored woods with a natural finish or of materials having a similar light color. Chalkboards should be light colored: medium green is most popular today, although light blue, grey, and tan chalkboards are now available.

Ratings of the School Buildings in Peru

An important step in developing a school building program is the appraisal of the present facilities. This appraisal should reveal both the status of the buildings with reference to the recommended standards set out above and the degree to which the available facilities are being utilized. Since utilization is discussed in the description of the high school and the junior high school buildings, only the comparison with recommended standards is discussed here. This comparison can be made most easily by means of a standardized score card.

There are many recognized scales for the evaluation or scoring of school buildings. Probably none is perfect, since the background and experience of each person using these scoring devices are different and, consequently, two different raters may not come out with the same numerical score. However, these scoring devices are so well constructed and standardized that, if a group of people use the same criteria for scoring, there will not be an appreciable difference between their final scores or evaluations.

In the Peru survey the rating device known as the Holy-Arnold Score Card for School Buildings was used. On this score card, 1,000 points is set up as the score for the ideal school building. School buildings which rate 800 points or better are considered excellent. The average school building probably would range between 400 and 600 points. Buildings rating below 400 are lacking in some major respects or need some immediate attention. Certainly buildings in this lowest classification should receive a very close and careful check-up before much money is spent on their rehabilitation.

Table 4.1 presents the ratings, using the Holy-Arnold Score Card, assigned to the Peru High School and the Peru Junior High School. These ratings are also presented graphically in Figure 4.1 so that a comparison with an ideal school can be readily made. While both buildings rate within the average range, the junior high school's score is somewhat inflated because of the school's dependence upon the high school for gymnasium and additorium space, for health facilities, and for other services. Thus its actual rating would be near the borderline between poor and unsatisfactory.

TABLE 4.1. RATING OF PERU HIGH SCHOOL BUILDINGS AND SITES ACCORDING TO THE HOLY-ARNOLD SCORE CARD

Item	Peru High School	Peru Junior High School	Ideal High school
Site	60	52	120
Building	80	70	158
Academic classrooms	96	77	167
Special classrooms	99	63	171
General service rooms	73	68	153
Administration rooms	55	36	92
Service systems	84	76	139
Total	547	442	1,000

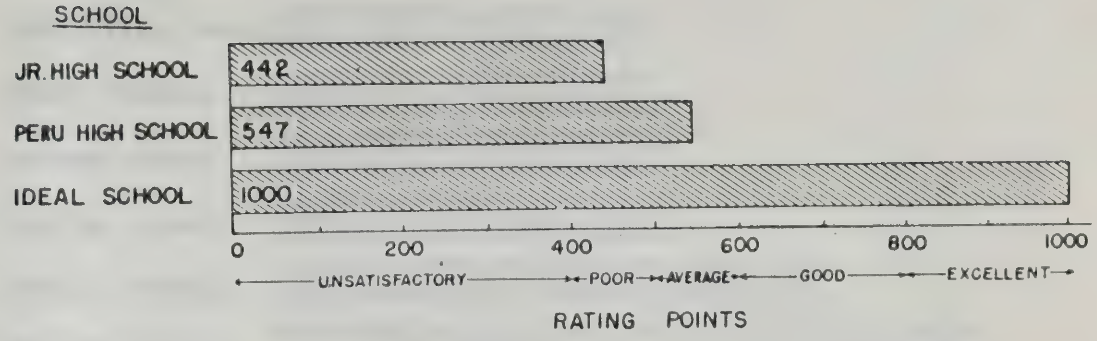


FIGURE 4.1. RATINGS ON THE HOLY-ARNOLD SCORE CARD OF THE JUNIOR AND SENIOR HIGH SCHOOL BUILDINGS IN PERU

Similarly, Table 4.2 presents the ratings on the Holy-Arnold Score Card for the elementary buildings in Peru. The graphic representation of these scores is shown in Figure 4.2. Only two of the elementary buildings rate above the average, and both of these are relatively new and provide a variety of services, including kindergartens and gymnasium-auditoriums.

TABLE 4.2. RATINGS OF PERU ELEMENTARY SCHOOL BUILDINGS AND SITES ACCORDING TO THE HOLY-ARNOLD SCORE CARD

Elementary schools	Site	Building	Academic classrooms	Service rooms	Service systems	Total
South Peru (1891)	64	76	156	58	79	433
Grant (1914)	73	88	157	65	66	449
Holman (1890)	82	76	159	66	79	462
Central (1922)	62	128	203	76	105	574
Lincoln (1928)	91	132	182	145	97	647
Elmwood (1954)	99	176	275	201	130	881
Ideal school	136	178	297	250	139	1,000

Each of the high school and elementary buildings is discussed in detail in the following sections.

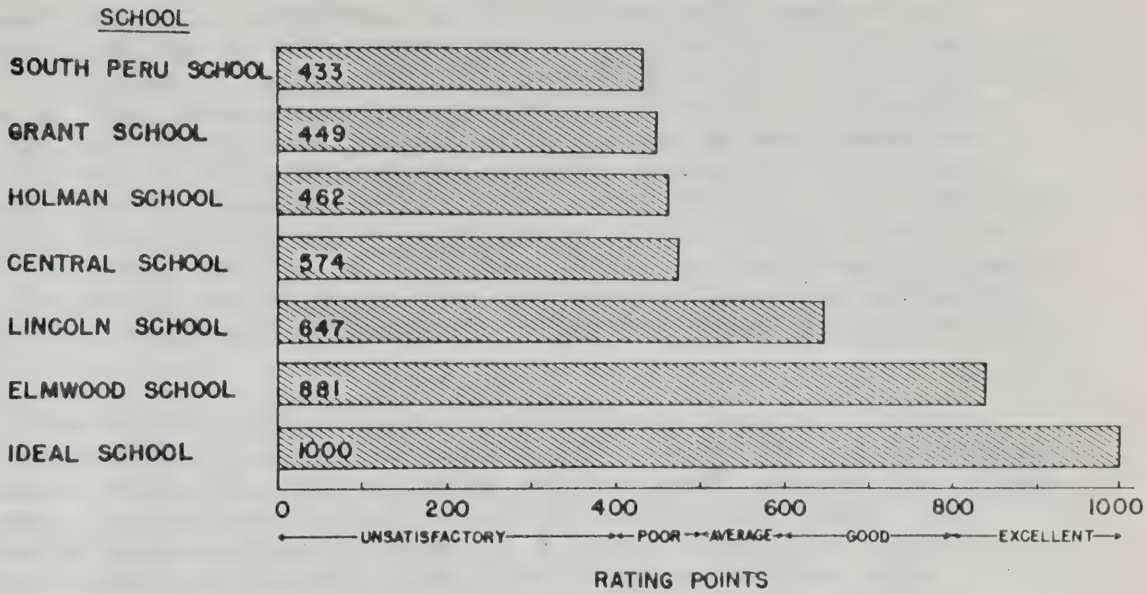
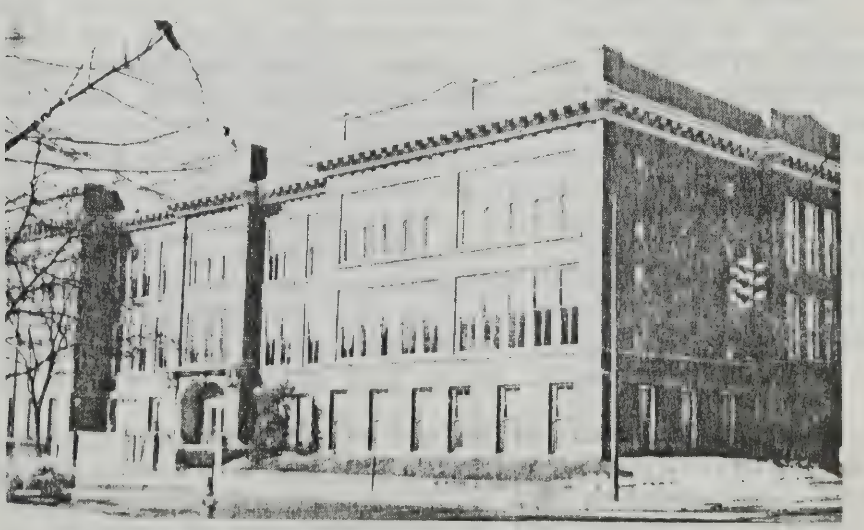


FIGURE 4.2. RATINGS ON THE HOLY-ARNOLD SCORE CARD OF THE ELEMENTARY SCHOOL BUILDINGS IN PERU

Peru High School

The Peru Senior High School is a brick and frame building, occupying an area of about 1.4 acres in the central part of the city. The first part of the building was built in 1910; the so-called new section including a tournament gymnasium was added in 1938; and the industrial building was constructed in 1922, when the new heating plant was also added. At the present time these three buildings contain a total of 17 regular classrooms, 15 special classrooms, and two gymnasiums, one of which is used for auditorium purposes.



Peru High School

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Table 4.1 shows the ratings of the high school buildings and the site according to the Holy-Arnold Score Card. The total rating is 547 points out of a possible 1,000 points. The site scores 60 points out of a possible 120, the structure 80 out of 158, the academic classrooms 96 out of a possible 167, special classrooms 99 out of 171, the general service rooms 73 out of 153, the administrative rooms 55 out of 92, and the service systems 84 out of a total of 139. The minimum size of a site occupied by a building of this type should be 19 to 20 acres, and 30 or 40 acres would be more nearly ideal. There is little or no space for any type of outdoor athletic activities, physical education, or parking area on the present site.

The old building needs considerable repair. In numerous places the plaster is coming off the walls and ceilings. Originally this was due to leaks in the roof, around the flashing, and, in one particular case, in the toilet room. The surface of the corridor floors is a mastic compound which is bulged at many points and should be replaced either with terrazzo or a good manufactured floor tile. Some of the marble slabs around the entry way are loose and should be reset and repointed. The entire interior of the building should be redecorated following the standards set up by the Illuminating Engineering Society. The exterior of the building needs repointing in many places. In fact, in some places the water has cut away the mortar to the point that considerable tuck pointing will have to be done. Some of the steel lintels around the windows and doorways definitely should be wire brushed and repainted. The academic classrooms for the most part are rather small, according to the standards of today. Consequently, their size will hamper any type of program which requires activity or reference areas.

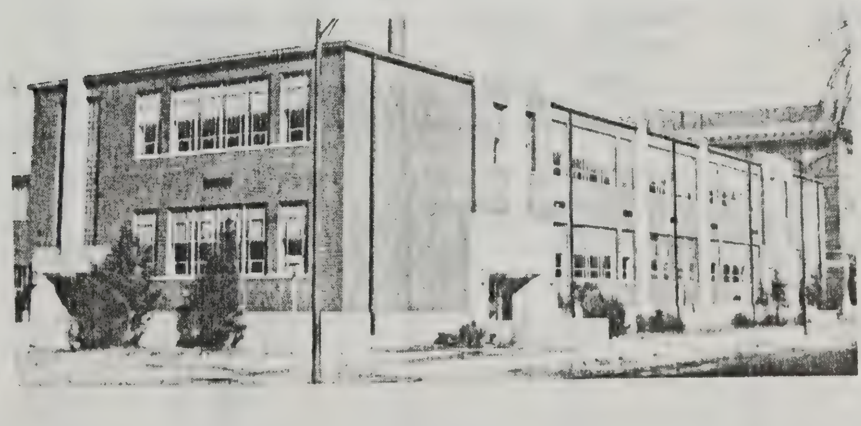
The special classrooms are about average. The chemistry room needs new equipment and a better arrangement. Biology is taught both in its own laboratory and in an unequipped academic classroom. The driver training room is well equipped, although it lacks one or two pieces of the more modern equipment. A large section of the basement corridor has been partitioned off to provide storerooms. A section of one of these storerooms was originally used by the chemistry department but later was taken for other uses. The art department is greatly hampered by the small space available to it. It has only one half to one third of the space needed by a good modern art department and certainly lacks storage, work areas, a large kiln, and many other features. The glare from the windows in that room is quite pronounced. The basement floor of the old building contains a rather nice canteen. The school is to be commended for this, but the canteen is neither well located nor of the right size or shape for the use anticipated. Nevertheless, it is a step in the right direction.

The homemaking department is quite inadequate and, although the apartment is very attractive, its position in the new building precludes its getting the proper use. The print shop is hidden in one section of the building off to itself. The other shops have fairly good facilities. The ceilings in some of these shops are dark and consequently do

not provide the proper light reflection. The wooden floors, especially in the wood shop, have been attacked by termites and should be checked over and replaced fairly soon. The finishing room definitely should be ventilated. New cabinets have been purchased for this room. The drawing room is fairly well equipped, but later types of blueprinting equipment should be installed, such as ozalid machines. The machine shop appears very crowded; in fact, some of the metal lathes are so close together that it appears difficult for some boys to operate them. Furthermore, the boys are looking into the light on many of the machines. If this department grows, additional new space definitely should be obtained. Provisions should be made in the budget for the replacement of some of the antiquated machinery in these shops. This is especially true in the wood shop.

At the present time the Peru High School does not have outstanding facilities for music, and consideration should be given to more adequate space for the band and chorus. The cafeteria is woefully inadequate in size and facilities. It is not placed in an accessible spot, being under the bleachers of the new gymnasium, and can serve only a small fraction of the people who should have service from the cafeteria. Lines have to form down the stairway and back up as far as the end of the first floor in the new building. Even with these very inadequate facilities an effort is being made to feed the children from the junior high school and the elementary school.

The gymnasium is apparently sufficient in size for the high school. The locker and shower room facilities are perhaps better than average, although some rearrangement of the facilities could provide more efficiency. The city is to be commended for having a laundry from which it can furnish fresh towels to the boys and girls. Although these facilities are below grade level and difficult to ventilate, they appear rather clean and healthful.



The Gymnasium

The space allotted to the administrative offices of the high school is rather meager and somewhat cut up. It is commendable to have guidance offices close by. Two of the counselor rooms are very attractive and home-like. The offices of the superintendent and board of education should be removed from this building into quarters where they can become more accessible to the public without going into the high school proper. This definitely would provide much needed space in the high school building.

The heating and ventilation of the old part of the high school is very poor.. A hot-air system is used, and considerable dust is coming from that system. The biology and chemistry rooms are too hot most of the time. There is not the proper control for the rooms in the present system, neither is the system properly balanced. The new section is better off because of a later type of equipment. The corridors and some classrooms have been relighted with the new Solar lighting fixtures. These lighting fixtures are designed for a definite pattern of seating. In the future, in buying lighting fixtures to replace those in the classrooms, it is desirable to get a fixture which does not fix the seating pattern in any direction. Most of the classrooms do not meet the minimum standards of lighting of 30 footcandles at desk level in the darkest part of the classroom. In the selection of the fluorescent tubes to go with the new lighting fixtures, it is best to use the warm white or deluxe warm white tubes.

There is definite evidence that the custodial program should be restudied, with perhaps the institution of some in-service training.

Table 4.3 shows an extremely high utilization of regular classrooms on the basis of recognized standards.

TABLE 4.3. UTILIZATION OF REGULAR CLASSROOMS IN PERU SENIOR HIGH SCHOOL*

Room number	Number of periods used per day	Total number of periods per day	Per cent of utilization
108	5	6	83.33
119	5	6	83.33
202	4	6	66.67
204	3	6	50.00
208	5	6	83.33
210*	2	3	66.67
211	5*	6	83.33
212	3	6	50.00
213	6	6	100.00
214	6	6	100.00

TABLE 4.3 (Continued)

Room number	Number of periods used per day	Total number of periods per day	Per cent o utilizatio
216	6	6	100.00
217	5	6	83.33
303	5[**]	6	83.33
305	6[**..]	6	100.00
309	6[**..]	6	100.00
310	5	6	83.33
311	5[**..]	6	83.33

[*] Based on information supplied by the principal.

[*.] Used for health classes three periods a day.

[*-] Used one-half day as an office.

[**] Used for biology classes two periods a day.

[**..] Includes use one period as study hall.

When the regular classrooms are utilized 80 per cent or better, the point of overcrowding in a building is being approached. From Table 4.3 it is seen that five classrooms are utilized 100 per cent of the time and eight classrooms 83.33 per cent of the time. The average is thus approximately the 85 per cent thought attainable.

Table 4.4 indicates that there is also an extremely high utilization of special classrooms in Peru Senior High School. Seventy per cent utilization of special classrooms is considered very good.

TABLE 4.4. UTILIZATION OF SPECIAL CLASSROOMS IN PERU SENIOR HIGH SCHOOL[*]

Room number	Special purpose	Number of periods used per day	Total number of periods per day	Per cent of utilization
2	Band-chorus	6	6	100.00
3	Printing	3	6	50.00
Foods	Foods laboratory	Not in use second semester		0.00
102	Art	5	6	83.33
104	Driver training	6	6	100.00

TABLE 4.4 (Continued)

Room number	Special purpose	Number of periods used per day	Total number of periods per day	Per cent of utilization
105	Physics-chemistry	5	6	83.33
107	Biology	6	6	100.00
113	Woodworking	5	6	83.33
114	Shop lecture room	Used with Rooms 113, 115, and 116		
115	Machine shop	6	6	100.00
116	Drafting	6	6	100.00
Apt.	Apt.-Home nursing			
118	Clothing laboratory	4	6	66.67
120	Typing	6	6	100.00
215	Public office			
218	Bookkeeping	4	6	66.67
304	Visual education			
306	Library	(6)	(6)	100.00
308	Study hall	(6)	(6)	100.00
B. Gym	Boys' physical education	6*	6	100.00
G. Gym	Girls' physical education	6*	6	100.00

*Based on information supplied by the principal.

*Shared with Peru Junior High School.

It can easily be seen from Table 4.4 that only one classroom and the printing shop fall below this attainable standard. In fact, 10 classrooms are utilized 100 per cent of the time. This shows exceptionally good scheduling on the part of the high school administration.

Table 4.5 includes the total daily occupancy, period by period, and the total possible daily occupancy. Sixty per cent pupil station utilization by the day is considered very good by most authorities. It can easily be seen from the table that 13 classrooms are well above this standard. Only two classrooms can be considered low.

Table 4.6 includes the total daily occupancy of special classrooms as well as the total possible daily occupancy of these same rooms. Fifty per cent pupil station utilization of special classrooms is attainable and considered very good. From this table it is seen that only one room, a clothing laboratory, falls below this figure. In fact, two rooms have 100 per cent pupil station utilization.

TABLE 4.5. NUMBER OF PUPIL STATIONS AND PERCENTAGE OF THEIR UTILIZATION IN REGULAR CLASSROOMS IN PERU SENIOR HIGH SCHOOL*

Room number	Total number of seats or pupil stations	Number of pupil stations occupied during each period						Total daily occupancy	Total possible daily occupancy	Per cent of pupil station utilization
		1	2	3	4	5	6			
108	37	31		32	34	29	34	160	222	72.07
119	40	24	31	22	18		25	120	240	50.00
202	33	28		26	28	27		109	198	55.05
204	41		30	28			28	86	246	34.96
208	36	31	31		32	31	25	150	216	69.44
210	34		35	34	(Ass't Prin's office)			69	102	67.65
211	35	35		30*.	27*.	30*.	29	151	210	71.90
212	40		20	36			32	88	240	36.67
213	31	25	27	21	34	36	29	172	186	92.47
214	32	28	15	16	22	16	21	118	192	61.46
216	32	11	32	29	11	30	30	143	192	74.48
217	34	32	32		30	31	26	151	204	74.02
303	37	35*-	30*-	33	29		34	161	222	72.52
305	36	31	23	26	28	36**	19	163	216	75.46
309	36	29	34	31	33	32	35**	194	216	89.81
310	33	33	32	32		29	32	158	198	79.80
311	28	29**	28	31		30	30	148	168	88.10

*Based on information supplied by the principal.

*.Health classes.

*-Biology classes.

**Study hall.

TABLE 4.6. NUMBER OF PUPIL STATIONS AND PERCENTAGE OF THEIR UTILIZATION IN SPECIAL CLASSROOMS IN PERU SENIOR HIGH SCHOOL*

Room number	Special purpose	Total seats or pupil stations	Number of pupil stations occupied during each period						Total daily occupancy	Total possible daily occupancy	Per cent of pupil station utilization
			1	2	3	4	5	6			
2**	Band-chorus	73	15	14	32	91	51	24	227	438	51.83
3	Printing	18		19	19	19			57	108	52.78
Foods	Foods laboratory	24	Not in use second sem.							144	0.00
102	Art	24	22	15	15		22	13	87	144	68.42
104	Driver training	32	32	32	32	32	32	32	192	192	100.00
105	Physics-chemistry	34	21	19		19	22	23	104	204	50.98
107	Biology	38	32	33	32	31	32	33	193	228	84.65
113	Woodworking	28	20	20	20	19	20		99	168	58.93
114	Shop lecture room	(30)	Used with rooms 113, 115, and 116								
115	Machine shop	25	16	15	14	30	27	24	126	150	84.00
116	Drafting	30	30	29	29	30	19	30	167	180	92.78
Apt.	Apt.-Home nursing										
118	Clothing laboratory	32	26		26		24	10	86	192	44.79
120	Typing	41	40	37	29	31	25	31	193	246	78.46
215	Public office	(11)									
218	Bookkeeping	41	32	33	30		32		127	246	51.63
304	Visual education	(64)									
306	Library	(78)									
308	Study hall	(199)	"Always full"								100.00
G. Gym.	Boys' Physical education	54	54	51	53	52	49	54	313	324	96.60
B. Gym.	Girls' Physical education	49	42	40	47	47	45	49	272	294	92.52

*Based on information supplied by the principal. **Shared with Peru Junior High School.

From these utilization tables, it is easily seen that the high school administration is very efficient in its scheduling of classes. It is also easily seen that the building itself is approaching a crowded situation.

The three buildings comprising the Peru High School appear structurally sound and should probably continue to be used to house a secondary school for many years to come. It will be necessary to effect considerable rehabilitation and repair, particularly on the building built in 1910. Obviously no further expansion on the present site is possible, so the only method of securing additional classroom space is to convert the present junior high school building to high school use and, eventually, to convert the central Elementary School into high school classrooms. At present, discounting the possibility of converting such spaces as that occupied by the Canteen into classrooms, the buildings assigned to the high school provide 32 classrooms plus the library, study hall, and gymnasiums.

Peru Junior High School

The Peru Junior High School, originally constructed for high school use in 1898 and so used until 1910, when the present high school was constructed, is a large two-story brick building with a basement. The original building contained an office and eight classrooms, while an addition connecting it with the new high school building provided another classroom on the first floor and allowed a classroom on the second floor to be enlarged into a study hall. The interio of the building has undergone several remodelings, the office was made into a library, and a smaller office was built on a landing over the front entrance. The basement now provides a two-room general shop, a two-room home economics suite, and an additional classroom. Two rooms as well as auditorium and gymnasium facilities and the health clinic in the high school are also used by the junior high school.

Peru Junior High School

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[illegible]

[illegible]

The site adjoining that of the high school contains about two thirds of an acre, since it consists of somewhat less than one fourth of a city block. There are a few trees between the sidewalk and the curb, but there is no other landscaping.

The rating of the Peru Junior High School on the Holy-Arnold Score Card, as shown by Table 4.1 and Figure 4.1, is 442 points. The site rates very low and the building depends upon the high school for many facilities, so the actual score may be considered to fall at the borderline between poor and unsatisfactory.

The exterior of the building is in good condition, and the slate roof is fair. Little repointing is needed, but the window trim needs repainting, and some caulking around window and door frames should be completed. The exterior doors are in poor condition. They should either be replaced with new doors of the same design or the whole entranceway should be renewed.

The interior of the building is in rather poor condition. Recently, falling plaster has been a hazard, and there is evidence of need for considerable replacement and repair throughout the building. As mentioned above, there are four classrooms on each of the main floors. The side corridors on these floors have been converted into rest rooms, with narrow cloak-halls being cut from the two front classrooms. The lobby has been floored with terrazzo, but the remainder of the building has dark wood floors. The stairs, which are painted black, are of iron, with metal treads. The woodwork is varnished golden oak, and many classroom doors are badly defaced. The center halls and cloak-halls are poorly lighted. The building is heated by means of a split system, with both radiators and forced air outlets, controlled by individual thermostats in each classroom. In the basement there is some evidence of termite damage to wood floors and trim, but this has been cared for. It is believed that the upper floors of the building were never attacked.

The classrooms are fairly large, with medium green walls, white ceilings, golden oak trim, and dark floors. Considerable redecorating is needed. The furniture, most of which is old-fashioned, has a dark finish. There are large windows on two sides of most classrooms, but many are shaded by the adjoining buildings and thus provide little light. These windows have shades, but many of the shades are old and discolored. There is a variety of lighting, including silver bowl fixtures, exposed fluorescent tubes, and small diffusing globes, but in no case is the lighting adequate in all parts of the room. The lighting in the shop and home economics rooms, where a minimum of 50 footcandles is required, is completely inadequate.

The utilization of the 11 regular classrooms in the junior high school is shown in Table 4.7. The average utilization rate of these rooms is approximately 85 per cent, suggested by the American Association of School Administrators as a desirable goal. However, one regular classroom is being used to teach general science.

TABLE 4.7. UTILIZATION OF REGULAR CLASSROOMS IN PERU JUNIOR HIGH SCHOOL*

Room number	Number of periods used	Total number of periods	Per cent of utilization
101	5	6	83.33
200	3	6	50.00
201	6	6	100.00
202	6	6	100.00
203	5	6	83.33
204	6	6	100.00
301	5	6	83.33
302	5	6	83.33
304	6	6	100.00
305	5*.	6	83.33
306	5**	6	83.33

*Based on information supplied by the principal.

*.Regular classroom used for science class one period a day.

**Regular classroom used for science classes.

The utilization of the eight special classrooms is given in Table 4.8. Here the average utilization is well above the 70 per cent considered an attainable goal for special classroom utilization.

TABLE 4.8. UTILIZATION OF SPECIAL CLASSROOMS IN PERU JUNIOR HIGH SCHOOL*

Room number	Special purpose	Number of periods used	Total number of periods	Per cent of utilization
102	Shop	6	6	100.0
103	Foods laboratory	6	6	100.0
104	Clothing laboratory	Not in use second semester		
300	Study hall	2	6	33.3
Lib.	Library			
B. Gym*.	Boys' physical education	6	6	100.0
G. Gym*.	Girls' physical education	6	6	100.0
2*.	Band	1	1	100.0

*Based on information supplied by the principal.

*.Shared with Peru Senior High School.

Tables 4.9 and 4.10 show the pupil-station utilization in the regular and special classrooms, respectively, and indicate average pupil-station use ratios of about 75 per cent for regular classrooms and of about 60 per cent for special classrooms. These ratios usually do not exceed about 70 per cent and 55 per cent, respectively, so a high pupil-station use is being achieved. The study hall, however, is not utilized as such and could be put to better use if converted into two classrooms.

The building has a small library that appears to be somewhat deficient in books and equipment and is poorly lighted. The small office space, divided into a principal's office and two small rooms, is inadequate for a school of this size. It is provided with considerable equipment, including a public address system, a program clock, and a duplicating machine, and so on, but there is no separate teachers' workroom. The junior high school is dependent upon the senior high school building for an auditorium, gymnasiums, cafeteria, and health and clinic rooms.

The rest rooms are provided with an adequate number of fixtures, but not all are in the best repair. The rest rooms are conveniently located, but the facilities are no more than average.

Steam is supplied by the central heating plant, with only the fan room and air intake for the ventilation system being located in the junior high school building. This heating system is adequate and, if cleaned and repaired, should function satisfactorily. Filters should be installed in the intakes for both fresh and recirculated air. There are a number of small storage rooms available for the use of the janitor.

Even though the junior high school building is nearly 60 years old, it appears structurally sound and will probably warrant considerable rehabilitation and repair so that it can continue to be used for 10 or 15 years. It can be used as a junior high school until other provisions are made, and then it can become an annex to the high school. While its classrooms will then probably be best adapted to academic subjects, there is a definite possibility of locating some facility, such as the print shop, on the basement floor. At present the building can provide 10 classrooms on the first and second floors as well as space in the basement. In addition, there are two rooms in the high school building now assigned to the junior high school. These rooms are included in the 14 usable classrooms considered availabe for junior high school purposes.

TABLE 4.9. NUMBER OF PUPIL STATIONS AND PERCENTAGE OF THEIR UTILIZATION IN REGULAR CLASSROOMS IN PERU JUNIOR HIGH SCHOOL[*]

Room number	Total number of seats or pupil stations	Number of pupil stations occupied during each period						Total daily occupancy	Total possible daily occupancy	Per cent of pupil station utilization
		1	2	3	4	5	6			
101	40	36	34	33		37	33	173	240	72.08
200	39	34	34	35				103	234	44.01
201	42	34	36	38	35	36	36	215	252	85.31
202	40	36	36	34	37	38	35	216	240	90.00
203	39		38	35	36	34	38	181	234	77.35
204	38	38	35	38	34	38	36	219	228	96.05
301	39	34	32		31	38	34	169	234	72.22
302	40	31	34	34	38	32		169	240	70.41
304	40	35	34	35	34	34[**]	38	210	240	87.50
305	39		38	31	34	33	32	168	234	71.79
306	50	38[**]		32[**]	33[**]	32[**]	31[**]	168	300	56.00

[*] Based on information supplied by the principal.

[**] Science classes taught in regular classroom.

TABLE 4.10. NUMBER OF PUPIL STATIONS AND PERCENTAGE OF THEIR UTILIZATION IN SPECIAL CLASSROOMS IN PERU JUNIOR HIGH SCHOOL*

Room number	Special purpose	Total seats or pupil stations	Number of pupil stations occupied during each period						Total daily occupancy	Total possible daily occupancy	Per cent of pupil station utilization
			1	2	3	4	5	6			
102	Shop	20	17	16	19	16	16	16	100	120	83.33
103	Foods laboratory	20	17	18	18	19	17	19	108	120	90.00
104	Clothing laboratory	20	Used only as lecture room second sem.							120	0.00
300	Study hall	163	Used only as music room about .4 of time							978	12.94
Lib.	Library	8								48	0.00
B. Gym.	Boys' physical education	38	38	38	38	30	31	27	202	228	88.60
G. Gym.	Girls' physical education	38	33	34	36	38	35	41	217	228	95.18
2*	Band	73						72	72	438	0.00

*Based on information supplied by the principal.

*Shared with Peru Senior High School.

Peru's Elementary Schools

There are six elementary buildings in Peru, the newest having been erected in 1954, and the oldest in 1890. Each of these buildings is described in some detail below, but the four older schools have certain common features, in addition to age, that will be commented on here.

An attempt to provide better artificial lighting was made several years ago when fluorescent units were installed in many classrooms. These units, designed for definite seating patterns, are not well adapted to elementary school use. Moreover, either because of faulty installation or improper design, they cause such interference that radios can not be used in any of these schools when the lights are on. It may be possible to remove these fixtures, rehabilitate them, and use them in shops and other places where a regular pattern of pupil station arrangement is satisfactory.

The furniture in the older buildings ranges from very good to very poor. Recently a commendable move has been made by the school administration to purchase furniture in line with modern educational trends, a practice which should be continued. The better pieces of the older furniture could be repaired and refinished in light colors for continued use.

The only buildings in Peru at which hot water is supplied to the lavatories are the Central, Lincoln, and Elmwood elementary schools, the junior high school, and the newer portion of the senior high school. The task of teaching proper health habits and concepts of cleanliness is not aided by rest rooms that do not provide the minimum facilities, including an adequate number of lavatories and other fixtures, with warm water available, and with sufficient mirrors. Even when these facilities are available, they must, of course, be located in attractive rest rooms that by their own cleanliness will encourage proper health habits.

None of the elementary schools has a cafeteria, since the philosophy of the school authorities for many years has been to provide a long lunch hour and to expect every pupil to return home for lunch. For this reason cafeteria facilities have not been considered to be lacking in the elementary buildings.

South Peru School. The South Peru School is a two-story building with a basement, constructed of dark red brick with limestone trim. Built in 1901 by Peru Township, it is a typical small school of that era, with a gable roof of slate surmounted by a belfry. The building contains a small office and four classrooms, two on each floor. A small playroom, sometimes used for showing motion pictures, and a small kitchen, as well as the heating plant, are located in the basement. The site, of less than a small city block, contains about two thirds of an acre. The site has not been landscaped but there are a few pieces of playground apparatus near the building.

South Peru School

This building was rated at 433 points on the Holy-Arnold Score Card, but its most serious deficiencies result from the very small site and from the lack of indoor play space, such as that provided by a modern multipurpose room.

The exterior of the building is in fair condition, but there are places where repointing is needed. The chimney is in very bad condition and should be rebuilt. The slate roof is in fair condition. The window and door trim is in fairly good condition, but should be repointed within a few years. Caulking around the frames should also be done at the same time. The entrance doors, now painted grey, would make a better appearance if painted white to match the other trim on the building. The foundation is in need of considerable repair at one point under the front wall of the building.

The interior of the building presents a fairly good appearance, even though the walls, woodwork, floors, and furniture are all darker in color than is now recommended. The stairs are wide and in good condition, and ample corridor space has been provided. The four classrooms are similar, with white ceilings, medium green walls, dark pine woodwork and floors, and slate chalkboards. The corridors have the same colors, except that a very unappealing dark green dado has been used. All the rooms have bookshelves and built-in cabinets and are provided with three small bulletin boards. Each classroom has windows equipped with shades on two sides of the room. There are four rows of two-tube fluorescent lighting fixtures in each classroom. These are fairly adequate, since they provide more than 30 footcandles at desk level on the inmost row of desks. Three of the rooms have old-style desks, most with a dark finish, while the first grade room has new individual

tables and chairs with a very light natural finish. These classrooms are of fair size, but they are rather seriously overloaded, as can be seen from Table 4.11. There is no kindergarten in the South Peru School.

TABLE 4.11. ROOM SIZE, CAPACITY, AND ENROLLMENT AT SOUTH PERU ELEMENTARY SCHOOL

Teacher's name	Area in square feet	Capacity at 30 square feet per pupil	Number of pupils enrolled in November, 1955
Hostetler	720	24	40
Cunningham	720	24	38
Mahley	720	24	36
Ploss	720	24	31
Total		96	145

The office, which also serves as a health clinic, is equipped with a telephone, duplicator, typewriter, and cabinets, as well as a cot and a scale. There is no separate teachers' workroom. A small room in the basement, approximately the size of the classroom above it, is used as a playroom and has a small stage. A kitchen is in a small room behind the playroom, and the rest of the basement is occupied by the heating plant and by janitor's storage.

There are rest rooms for both boys and girls on each of the main floors, each equipped with an adequate number of fixtures. No hot water is supplied to the lavatories. These toilet rooms are in fair condition, but additional mirrors are needed and most of the fixtures are rather old.

Heat and ventilation are provided by a built-in hot-air furnace and a fan supplying forced air. Outside air is tempered and mixed with recirculated inside air in this system. A thermostat is located in each classroom. In spite of its age this system works very well and is capable of heating the building when properly operated. Since it is hand-fired, it requires the continual attention of the janitor.

The South Peru School is in fairly good condition and can be made structurally sound at a reasonable expense. Since it can not be expanded economically, its best use during the remaining years of its life may be as a primary school, because of its convenient location. Its site should be enlarged as much as possible, even though it can never attain the desired standard of seven acres. Undoubtedly this school must be supplemented by another school in the South Peru district. It should then eventually be abandoned as the new school is enlarged.

Grant School. The Grant School is located in the northwest section of Peru on a small site containing a little over an acre. Built in 1914 of red brick trimmed with cut stone, it has the flat roof, parapet walls, and severe lines of semi-classic period of school architecture. The building contains four classrooms, a small office, and a small first-aid room on the main floor; a PTA room, also used for audio-visual education, a kitchen, the rest rooms, and the heating plant are located in the half basement. Since a four-room school should have an enrollment of at least 100, the site should contain a minimum of seven acres. Unfortunately there is little possibility of expanding the site.

Grant School

This building, due largely to the small site and the inadequacy of the heating plant, scored only 449 points on the Holy-Arnold Score Card. Since replacement or rehabilitation of the heating plant can be accomplished, the building will warrant considerable expenditure, even though it lacks sufficient indoor play space.

The exterior of the building shows need for considerable repointing, and the parapet wall and chimney should be rebuilt. The exterior trim needs immediate repainting and, at the same time, the sash should be reputtied and other accompanying work should be done. The front doors are in poor condition and should be repaired or replaced. The roof, replaced a few years ago, is in good condition. The building appears structurally sound. The exterior walks and steps are in need of repair.

The interior of the building is in fairly good condition. The colors selected for the walls were not completely suitable, and, since the soot and dirt from the heating system have streaked the walls and ceiling, complete redecoration is needed. The central halls are large and the cloak halls are of adequate size. The stairs are wide and in good condition. The four classrooms are similar, though they vary in

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

size and color. They have once-white ceilings, light to dark-colored walls, dark brown woodwork, and medium pine floors. The slate chalkboards are in poor condition in some rooms. Each room has three rows of two-tube fluorescent lights which are adequate to supplement the natural light except in the northeast room, which is painted such a dark color that too little light is reflected by the walls. Each classroom has large windows equipped with shades on only one side. These windows are quite loose fitting and should be provided with weather-stripping. The three rooms now in use have old-style fixed seating on runners, but this seating is relatively new in spite of its style, and has light colored wood tops and seats in contrast to the black cast iron parts. The remaining room, used as a music room since it has a piano, has dark-colored seats. The room equipment includes some built-in cabinets, reading group chairs in the two primary rooms, and bookshelves. The bulletin boards are not adequate. These classrooms are of fair size and are not overloaded, as is seen in Table 4.12, but the present districting results in having two grades in every room. There is no kindergarten in this school, but one could be provided in the extra room.

TABLE 4.12. ROOM SIZE, CAPACITY, AND ENROLLMENT AT GRANT ELEMENTARY SCHOOL

Room number	Teacher's name	Area in square feet	Capacity at 30 square feet per pupil	Number of pupils enrolled in November, 1955
1	Bauer	696	23	25
2	Boyd	744	25	28
3	(Unused)	744	(25)	
4	Kays	768	26	27
Total in use			74	80
Unused			25	
Total			99	80

The office is quite small and has inadequate light and heat. However, it is fairly well equipped and could serve as a teachers' workroom and office for this small school if it were made a comfortable place to work. The health room, too, is unheated. It has an adjoining toilet and, if equipped with a cot and heated, could be used. The windows are particularly loose-fitting in these two small rooms. The PTA room in the basement can also be used as a playroom, but it is difficutt to heat it properly. The kitchen behind it is similarly neat and clean, but the equipment is not in first-class conditic

The rest rooms, located at the back of the basement on each side, are not too accessible to the classrooms. They have an adequate number of fixtures, but these need some repair. No hot water is supplied. Sewer gas is often noticeable in these

rest rooms, and some sort of traps should be provided in the drain lines.

Heating and ventilation are supplied by a forced warm air system employing a fan and a built-in hot air furnace, similar to that in the South Peru building. However, there is no thermostatic control, the system is not balanced, and the furnace is hand fired, so it requires the constant attention of the janitor to keep the building even fairly comfortable in severe weather. Filters in the air intake and complete cleaning of the ductwork would result in the delivery of cleaner air to the classrooms, but the heating system is in need of complete replacement or rehabilitation. The new system should have thermostats in each classroom.

The Grant School is sufficiently sound to be used as a primary school for the next quarter century, so it will warrant considerable expenditure for rehabilitation. Since it can not be economically expanded, it may be necessary to provide a small elementary school on a nearby site if the eventual enrollment in this district is to be accommodated.

Holman School. The Holman School, erected in 1890, has a basement and is a two-story structure of dark red brick with limestone trim. It is similar to the Peru Junior High School, with a hip roof, many gables, and a central tower. The building contains eight classrooms, four on each main floor, and a principal's office. A small playroom, the boiler and fuel room, much heating equipment, and the rest rooms are located in the basement. The site, about two thirds of a city block, contains two acres in contrast to the minimum of eight acres now recommended for a school of its enrollment. There is some landscaping about the building, and fine rows of trees occupy the space along the sidewalks. The playground behind the building has some equipment in a very limited space.

Holman School

The rating of the Holman School by the Holy-Arnold Score Card is 462 points, which reflects not only the age of the building but also the small site and the lack of a multipurpose room, a library, and other facilities desired in a modern elementary school.

The exterior of the building is in average condition, but considerable repointing should be done, even though some repointing and pargeting of the walls has been completed in the past. The broken windows in the attic and elsewhere are very unsightly and give the building a neglected appearance. The trim needs repainting, and some reputtying of the sash and recaulking around the frames should be done at the same time. The chimney appears to be in good condition but should be inspected periodically. The exterior steps and walks are in fair condition, except that some of the steps leading from the playground down to the sidewalk are missing.

The general impression given by the interior of the building, considering only the lobbies, corridors, and cloakhalls, is one of darkness, since little natural light is admitted and the lights are not good. The corridors have white ceilings, tan walls, a grey dado, and dark floors. A better selection of light colors for the next redecoration would result in a great improvement. The classrooms, however, are rather large and appear light and airy, since they have windows on two sides, and light colored walls, high white ceilings, woodwork of a medium shade, and natural oak floors. The chalkboards are slate. There are shades at all the windows, though some should be replaced. The uppermost portion of the windows on the second floor has been masked in some rooms with wall board. This should be removed and replaced by adequate shades. Artificial light is provided by three rows of two-tube fluorescent fixtures. This installation is barely adequate. Careful control of both natural and artificial light is required for the light levels throughout the classrooms to be both adequate and fairly even. Old-style desks with a dark finish are used in all the rooms on the second floor, while most of the furniture on the first floor is new and has a light finish. Surprisingly, one classroom has old-style fixed desks with very light-colored wood parts that were purchased only a few years ago. The other first-floor rooms have individual tables and chairs, except for the kindergarten room which has larger tables accommodating as many as six. A number of the rooms have pianos and phonographs. The room equipment, while not elaborate, includes bookcases, cabinets, small bulletin boards, and the like. There is no running water in the kindergarten room or in the primary classrooms. Table 4.13 indicates the fairly adequate size of the classrooms. Only two of the eight classrooms, those used by the third and fourth grades, are markedly overcrowded.

The office is quite large but is sparcely furnished and is apparently little used except as a teachers' workroom. The equipment is adequate. There is also a small room, on a landing halfway up the stairs, that is used as a first-aid room. It is equipped with a bed and first-aid supplies and has its own toilet. There is a small playroom in the basement and; adjoining it, a kitchen, but neither is very useful. A former playroom on the opposite side is now used as a janitor's

storage room. The remainder of the basement is occupied by the heating plant and the rest rooms.

TABLE 4.13. ROOM SIZE, CAPACITY, AND ENROLLMENT AT HOLMAN ELEMENTARY SCHOOL

Room number	Teacher's name	Area in square feet	Capacity at 30 square feet per pupil	Number of pupils enrolled in November, 1955
1	Clausen	768	26	26
2	Carvey	768	26	31
3	Patterson	780	26	27
4	Berkshire	792	26	23*
5	Stewart	792	26	41
6	Griswold	768	26	39
7	Bond	780	26	31
8	Long	768	26	26
Total			208	224

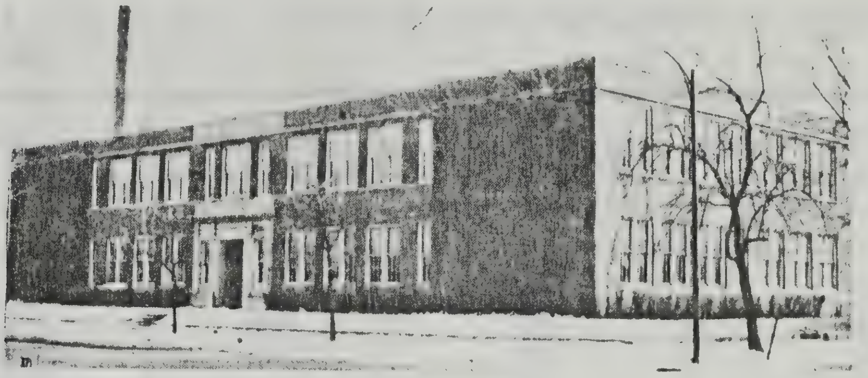
*Kindergarten, 23 each half day.

The rest rooms are equipped with an adequate number of toilet fixtures, but most of these fixtures require repair or replacement. There are not enough lavatories, and no hot water is supplied. Mirrors are lacking in both rest rooms. The teaching of proper concepts of cleanliness and health is not aided by such rest rooms.

Heating and ventilation are supplied by a split system employing both radiators and forced air ducts. This system is adequately controlled by thermostats in each room. Heat is supplied by a low-pressure steam boiler equipped with a stoker. This system seems capable of heating the building adequately.

The Holman School is in fairly good condition and is sufficiently sound to be used for a few more years if necessary. It is a comfortable building and has large classrooms with adequate light, heat, and ventilation. Although it is the oldest school building now in use in Peru, it offers a better classroom environment than any except the three newest elementary schools and the newer portion of the high school. The inadequate site should be expanded as much as possible. A new elementary building, complete with a multipurpose room, should be erected in the Holman district within the next few years, but it may be necessary to continue to use the Holman School for a time if enlargement of the district results in high enrollments.

Central School. The Central School is a large nine-room building on the same city block near the center of Peru that is occupied by the junior and senior high schools. It is a two-story structure of rough brown brick trimmed with stone, built in 1922. It has a flat roof, and the exterior is in the same style as the Grant building. The interior, however, shows a considerable advance in the planning of school facilities. The site contains two thirds of an acre and provides a little play space and room for a few pieces of playground equipment. There is some landscaping about the building.



Central School

This building was rated at 574 points, or in the upper part of the average range, on the Holy-Arnold Score Card. Its inadequate site and dependence upon the high school gymnasium for space for play and physical education result in this low score, for otherwise the building is in good condition.

The exterior of the building has been well cared for, and relatively little repointing is required. However, a large crack in the rear wall has been filled with caulking compound which should be removed and replaced with mortar. The parapet wall and coping stone should be carefully inspected, but appear to need little repair. There is no chimney, since steam is supplied by the high school heating plant. The roof was replaced about seven years ago and is in good condition. The trim needs repainting. The building is structurally sound.

The interior of the building is, generally, in very good condition. Suitable colors have been used in decoration, but the central lobby is not architecturally attractive and no effort has been expended to make it so. The corridors are large, and each room has its own cloak hall. The classrooms are much alike, with white ceilings, pastel walls, walnut woodwork, and dark pine floors. There are slate chalkboards, usually on three sides of the room. The windows are large and are equipped with shades. Artificial light is supplied by four rows of two-tube fluorescent fixtures. The light levels provided by these fixtures are adequate for classroom work.

There is a great variety of furniture styles in the building, but most rooms have light-colored desks; some have individual tables and chairs, while others have fixed seats. The rooms seem well equipped and many have pianos. There are bookcases and built-in cabinets, but bulletin board space is inadequate in most of the rooms. There is no running water in the kindergarten or primary classrooms. The room size, capacity, and enrollment are shown in Table 4.14. It is obvious that two rooms are badly overcrowded and that three others are somewhat overcrowded. These are all upper grade rooms, and part of this overcrowding is caused by pupils sent in from the Grant district.

TABLE 4.14. ROOM SIZE, CAPACITY, AND ENROLLMENT AT CENTRAL ELEMENTARY SCHOOL

Room number	Teacher's name	Area in square feet	Capacity at 30 square feet per pupil	Number of pupils enrolled in November, 1955
1	Reed	690	23	24
2	Kinsella	782	26	25*
3	Bruell	690	23	23
4	Hildebrand	674	22	38
5	Erb	698	23	42
6	Schmidt	679	23	32
7	Bond	679	23	24
8	Guillaume	679	23	32
9	Van Osdol	674	22	32
Total			208	272

*Kindergarten, 24 and 25, half day each.

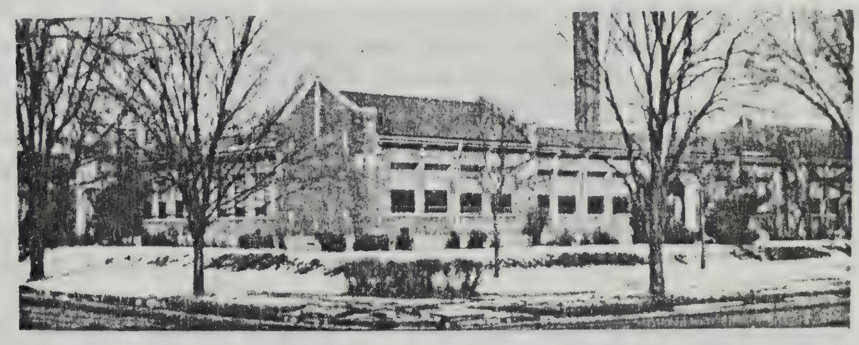
The principal's office on the second floor is much too small and is crowded with equipment, since there is no teachers' workroom. There is a teachers' lounge with adjoining toilet on the first floor, and near it is a small first-aid room with a cot. The cafeteria in the high school is used by some Central School pupils.

The rest rooms on the first floor are unusually large, approximately the size of classrooms. They are well lighted and have an adequate number of fixtures, but many of the stools are in need of replacement. More lavatories are needed, and there should be more mirrors.

The building employs a split heating system, with radiators and forced air ducts, controlled by individual thermostats in each classroom. This system seems to operate very satisfactorily. In all probability filters should be installed in the fresh air intake, and the recirculated air inlets and the system should be rebalanced.

This building is sound and in good repair and should continue in use for many years. It has classrooms which are adequate for elementary school, but they could be equally well used by high school classes. Probably this building should be used as an elementary school until such time as additional elementary rooms are available in neighboring districts, and then it could be assimilated into the high school plant. During the period when not all the rooms are needed by the high school, it might be possible to operate a primary school with a kindergarten on the first floor and to give the second floor to the high school. In any event the building should be carefully maintained in order to preserve its usefulness.

Lincoln School. The Lincoln School, located in the east section of Peru, is the oldest complete elementary school plant in the city and comprises not only classrooms but also a gymnasium-auditorium and several general service rooms. Of rough tan brick with limestone trim, the style is a modified Gothic, since the building is but one story, with a tile-covered roof. The site, including part of a block across Third Street, totals about 3.6 acres, and there is considerable landscaping about the building and some playground equipment behind the building. While the site should contain 10 acres, the present site is much better than that at the older schools in Peru.



Lincoln School

This school rates 647 points on the Holy-Arnold Score Card and is thus above the average range. Probably the poorest features include the poor state of repair of the heating system and sanitary facilities and the lack of adequate library space. Also, most of the classrooms are overcrowded, for this school was built in an era when small elementary classes were the rule and small classrooms were constructed for them.

The exterior of the building is in very good condition, and little repointing is needed. The brick stack appears to be in good condition. The tile roof has proved very unsatisfactory and is gradually being repaired by constructing an ordinary built-up roof and then replacing the tile over it. The gutters and downspouts are in good repair, but like the

other outside trim, will require repainting in a year or so.

The interior of the building is in fair condition. The lockers are built into the corridor walls, and a glazed brick dado runs to the top of the lockers. The terrazzo floors in the corridors are badly cracked in some places. The walls above the lockers show considerable evidence of leaks in the roof. These walls are painted brown, the lockers are dark brown, and the lights are very poor, so these corridors are not particularly attractive. Very light colors and better artificial lights are needed in these corridors where very little natural light finds its way.

The only indication of the man for whom this school was named is a portrait of Lincoln on the wall near the main entrance. A fine bust of Lincoln is hidden behind a door in the so-called library.

The classrooms are similar, with off-white ceilings, walls in various medium colors, natural woodwork, and brown floors. The chalkboards are slate. Four rows of two-tube fluorescent lights provide sufficient illumination in most of the rooms. The windows are large and are provided with shades. There are approximately 35 desks in each classroom, most being single-pedestal armchair desks with oak tops and seats. There are bookshelves in all the rooms and many have built-in cabinets. The rooms are fairly well equipped. As can be seen from Table 4.15, most of the rooms are overcrowded while two classrooms stand idle. This situation has resulted from a correct and successful attempt to prevent more than one grade per classroom. Future shifts in district boundaries, coupled with the addition of a few rooms to the Lincoln School, might serve to reduce the load on each classroom and yet maintain one grade per room. The kindergarten room, while large, is not too well equipped and should have running water available, as should the primary rooms.

The large gymnasium-auditorium has a nice stage, and the connecting locker rooms are satisfactory. The library is much too small for an elementary school of this size and is, apparently, not put to use as it should be. Probably a small classroom should be converted into a library and the present library should become a teachers' workroom, while the present workroom could then be used as a waiting room for the principal's office. The tiny offices are fairly well equipped, with a program clock and a public address system. The school radio will not operate, since there is interference caused by the fluorescent lights. There is an adequate teachers' room and, next to it, a good first-aid room with an adjoining toilet room. There is a cot in the first-aid room. The lighting in the library, offices, teachers' room, and first-aid room is completely inadequate and should be replaced.

The rest rooms, which are combined with the shower rooms, are not too conveniently located. The fixtures are adequate in number, but there should be six, rather than two, lavatories in each rest room. More mirrors should also be supplied.

TABLE 4.15. ROOM SIZE, CAPACITY, AND ENROLLMENT AT LINCOLN ELEMENTARY SCHOOL

Room number	Teacher's name	Area in square feet	Capacity at 30 square feet per pupil	Number of pupils enrolled in November, 1955
1	(Unused)	704	(23)	
2	Hunter	936	31	33*
3	Cox	660	22	32
4	Tillett	660	22	32
5	Miller	704	23	37
6	Shockey	660	22	37
7	Held	660	22	31
8	York	660	22	33
9	Grate	660	22	26
10	Appleton	704	23	27
11	Shepler	660	22	30
12	(Unused)	660	(22)	
13	Nash	704	23	30
14	Hindebrand	660	22	34
Total in use			276	382
Unused			45	
Total			321	382

*Kindergarten, 33 each half day.

The heating and ventilating system employs a unit ventilator and a radiator, controlled by individual classroom thermostats. The unit ventilators are quite old and should be completely rehabilitated or replaced, for they have grown noisy when in operation. Steam is supplied by two stoker-fired low-pressure boilers in a small half-basement under the stage. These boilers have been recently repaired, but considerably more work is needed to put the heating system in really good condition, for there are many leaks in the lines in the tunnels under the classroom floors.

The Lincoln School is in need of complete redecoration and considerable routine maintenance has been neglected, so a rather complete rehabilitation will be necessary. However, it is a good building on a fair site, and it should be possible to expand the site and to add several rooms to the building. It will then reach about the optimum size for an elementary building, which is considered to be 18 to 20 rooms. Ultimately this school will probably serve the entire area east of Broadway and south of the Wabash Railroad, so some expansion of the building will ultimately be required.

Elmwood School. The Elmwood School is a fine new building in the northeast section of Peru. Built in 1954 of tan brick with limestone trim, it is a large one-story building in the contemporary style, containing nine classrooms, a kindergarten room, a large gymnasium-auditorium, and an excellent office suite. When an intersecting street has been closed, the school will have a good site of about 5.4 acres. While this is the largest school site in Peru, according to state standards a site of at least eight acres is required for a school of this size. An attempt should be made to enlarge the size of the site on the east and south, for the building must be expanded eventually.

Elmwood School

The Elmwood School was rated at 881 points on the Holy-Arnold Score Card and thus is considered to be in the excellent range. While few elementary schools rate higher than this, perhaps the points where this building is slightly deficient should be noted. These points include the site, which should be somewhat larger; the need for shades, blinds, or drapes in the classrooms; the too-dark floors in a few classrooms; the need for some additional equipment and better arrangement of equipment already available; and the complete lack of a library.

The exterior of the building is in fine condition and every effort should be made to provide continuous maintenance, so that it will never require any extensive rehabilitation. It would be false economy to allow a fine building to become seriously deteriorated before repairs are instituted. Additional landscaping should be provided about this school, for attractive trees and shrubs improve the appearance of even the best building.

The interior of the building presents a very pleasing appearance. The corridors and classrooms have off-white acoustic tile ceilings which are a very important factor in controlling noise. The corridors have a dado of light-colored glazed facing tile, and above this the plaster wall is painted in suitable light colors. The corridor floors are light-colored asphalt tile. Artificial light is supplied by recessed fluorescent fixtures.

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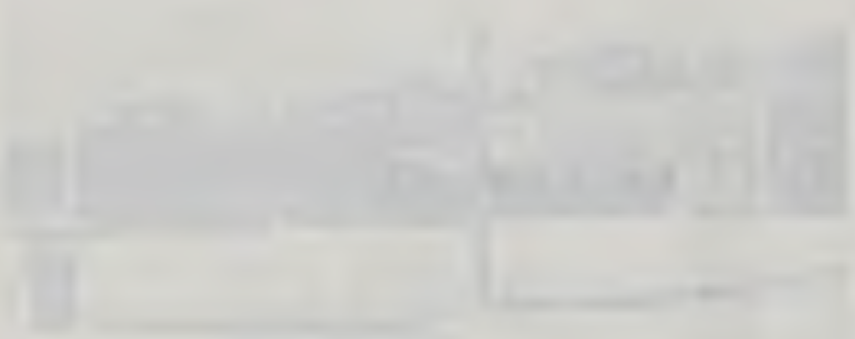

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The typical classroom is approximately square, with ceiling height windows on one side, built-in oak wardrobes on one side wall, and medium green chalkboards and bulletin boards on the other two walls. The windows on the south, except for those in the kindergarten room, have a clear vision strip two panes high, with glass block above this. The kindergarten room has all clear glass, with a rather narrow overhang. The windows in the north classrooms are all clear glass. No drapes or shades are provided for the windows, and glare in both north and south rooms is considerable. Suitable Venetian blinds or drapes should be provided for the north classrooms and the kindergarten room, and perhaps draw drapes or even cafe curtains would suffice for the vision strip below the glass block in the south rooms. The ceilings have recessed, or troffer, fluorescent fixtures. Unfortunately, there is a shadow on the ceiling between the rows of lights. There is also a fluorescent channel in a reflector above one chalkboard. The walls are painted in various combinations of medium colors, a number of which have rather low reflectances, and there is a dado of glazed facing tile. All the floors are of asphalt tile, some in excellent light colors, while others are much too dark. The furniture is new, of good design, and of the proper light colors. In some rooms full advantage has not been taken of the possibility of arranging this furniture to suit the work being done. The equipment now in the rooms is adequate, but more should be added in time. There is a stainless steel sink and counter in each room, and the kindergarten and first grade rooms are self-contained, having their own toilets. The excellent size of these classrooms is shown in Table 4.16. Every room has a capacity of over 30 pupils and only one is somewhat overcrowded now. The additional unused room will probably come into service in 1956-1957 or the year after.

The gymnasium-auditorium has a floor containing nearly 4,000 square feet. There is room for folding bleachers along the side opposite the stage, but they have not yet been purchased. The acoustics of the room are good and the ceiling is acoustic tile. The lighting is very good. There are no windows, so artificial light must be used at all times. The stage is large and is equipped with a front curtain and a cyclorama curtain. On either side of the stage are large locker rooms with shower rooms and toilets. There is considerable storage space, and a small kitchen is at one side of the playing floor.

The office suite includes an outer office, the principal's office, a large clinic with its own toilet room, a large storage room, and a teachers' work room. The clinic room also serves as a teachers' rest room.

Adjoining the office suite are the toilet rooms. These are adequate for the building as it now stands, but additional toilets should be included in any addition that is constructed. The rooms are clean and well-equipped, have an adequate number of fixtures, and have hot water supplied to the lavatories. More mirrors should be installed.

TABLE 4.16. ROOM SIZE, CAPACITY, AND ENROLLMENT AT ELMWOOD ELEMENTARY SCHOOL

Room number	Teacher's name	Area in square feet	Capacity at 30 square feet per pupil	Number of pupils enrolled in November, 1955
1	Berkshire	1,260	42	25*
2	Newman	1,020	34	29
3	Hoffman	1,020	34	29
4	Wagner	986	33	35
5	Staggs	986	33	33
6	(Unused)	986	(33)	
7	Ellis	986	33	27
8	Adams	986	33	41
9	Ash	986	33	30
10	Baldwin	986	33	35
Total	in use		308	284
Total	not in use		33	
Total			341	284

*Kindergarten, 24 and 25, half day each.

The building is heated and ventilated by a split system employing finned convectors under the windows and an induction unit for supplying tempered fresh air. Each classroom has its own thermostat. The oil-fired low-pressure boilers are located in a half-basement where the two wings of the building intersect. There is also a gas-fired hot water heater in this space. The heating system is in very good condition and seems quite satisfactory.

The Elmwood School, while seemingly expensive, should prove economical in maintenance. It contains many features that should be incorporated in future school buildings that may be erected in Peru. It can be expanded economically and has the basic components, a multipurpose room and an excellent office suite, that make such an expansion feasible. Minor improvements, as suggested above, can be made in this building and its site, but it is truly an excellent elementary school.

Room Needs in Peru

Table 4.17 shows the estimated enrollment, the estimated room needs, the usable rooms now available, and the resulting room surplus or deficit in Peru for the next 10 years. The estimated room needs are determined by dividing the estimated enrollments by the typical class size at the various grade levels.

TABLE 4.17. ESTIMATED PROBABLE ENROLLMENT, ESTIMATED ROOM NEEDS, USABLE ROOMS NOW AVAILABLE, AND ROOM SURPLUS OR DEFICIT, ASSUMING THAT NO ADDITIONAL ROOMS ARE PROVIDED IN PERU, 1955-1966

School year	Estimated probable enrollment by grades				Estimated room needs by grades*				Usable rooms now available by grades				Room surplus or deficit by grades		
	K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	6	7-8	9-12	K-6	7-8	9-12
1955-1956	210	1,305	418	869	4	44	15	35	4	45	14	32	+1	-1	-3
1956-1957	211	1,414	410	894	4	47	15	36	4	45	14	32	-2	-1	-4
1957-1958	231	1,454	518	994	4	48	19	40	4	45	14	32	-3	-5	-8
1958-1959	239	1,538	472	975	4	51	17	39	4	45	14	32	-6	-3	-7
1959-1960	205	1,566	500	1,035	4	52	19	41	4	45	14	32	-7	-5	-9
1960-1961	238	1,550	577	1,093	4	52	21	44	4	45	14	32	-7	-7	-12
1961-1962	232	1,574	568	1,160	4	52	21	46	4	45	14	32	-7	-7	-14
1962-1963	234	1,599	566	1,303	4	53	21	52	4	45	14	32	-8	-7	-20
1963-1964	235	1,623	555	1,372	4	54	21	55	4	45	14	32	-9	-7	-23
1964-1965	237	1,629	577	1,405	4	54	21	56	4	45	14	32	-9	-7	-24
1965-1966	238	1,626	611	1,398	4	54	23	56	4	45	14	32	-9	-9	-24

*Based on 30 pupils per room in grades K through 6; 27 pupils per room in grades 7 and 8; and 25 pupils per room in grades 9 through 12.

Typical class sizes are 30 pupils in grades 1 to 6, 27 pupils in grades 7 and 8, and 25 pupils in grades 9 to 12. All of the elementary, junior high, and senior high school rooms now in use were counted as usable, even though a number of them must be replaced within a few years.

The resulting deficit of classrooms indicates that, in addition to the replacement of obsolescent rooms, nine additional elementary rooms will be needed by the end of the decade. There will be a need for nine additional junior high rooms and 24 high school rooms, or a total of 33 secondary rooms needed by the end of the decade.

These needs can be met by the shifting of some buildings to new uses, but at least one elementary school and one secondary school will be required to care for growth alone, while additional construction will be necessary to replace out-dated structures.

Summary

The American way of life, as reflected by our present living standards, has improved greatly during the past half-century. Educational standards, based upon these living standards, have made similar forward strides. For this reason school buildings must be judged in terms of widely understood modern standards. These new standards were used in evaluating the eight school plants in Peru. The evaluation revealed that one building, the Elmwood School, rates as excellent, and another, the Lincoln School, rates as good, while all the rest, including the high school, rate only average or below. Most of these low ratings result from the fact that the buildings are outmoded, are on insufficient sites, and, in some cases, have suffered from lack of proper care.

The older buildings, including the Holman School (1890), the junior high school (1898), the South Peru School (1901), the older portion of the high school (1910), and the Grant School (1914) will require extensive rehabilitation or replacement during the next 10 years. Obviously, extensive rehabilitation of the older elementary schools can not be defended, so these must be replaced. Since the newer portion of the high school, built in 1938, represents a very considerable investment, and since it can have no other use than as a secondary school, it seems wise to employ considerable money in rehabilitating the original portion of the building and investing somewhat less in the connecting junior high building, which is unusually sound, considering its age.

The more recent buildings show some evidences of lack of care, but they can be made highly useful at a reasonable expense. The Lincoln School should be brought up to the condition proper for a building of such recent construction. The fine Elmwood School should be maintained in its present good condition, so that extensive rehabilitation will never be required.

A careful plan is necessary for the best use of all these schools that are to be retained, and new schools should be constructed to complement that plan. A consideration of the estimated room needs during the next 10 years shows that at least one new elementary school and one new secondary school, in addition to the necessary replacements and rehabilitations, will be required if Peru is to provide a satisfactory educational environment for all its boys and girls. In addition, suitable provisions should be made for offices for the school administration, not located in any school building.

CHAPTER 5

FINANCIAL RESOURCES OF PERU SCHOOL CITY

Consideration of a school building program necessarily involves a study of possible fiscal plans for providing school building revenues. Such plans must be studied in relation to the requirements for funds for current operation of the schools. Capital funds, in accordance with Indiana law, must be provided from property taxes. The many demands on the property tax as a principal source of both school and civil funds make it advisable to plan a school building budget that can be included in the local tax structure without encroachment on funds needed for other purposes.

Local and State Support of Schools

Indiana school corporations do not receive any state support for costs of school buildings, sites, equipment, or debt payments. These costs must be met by the taxpayers of the local school corporation. The only source of revenue for school buildings available to the local school corporation is the local property tax.

The principal methods of obtaining revenue for school buildings in Indiana are: (1) a general obligation bond issue which is limited to two per cent of assessed valuation, (2) the cumulative building fund tax enacted by the 1945 General Assembly and subsequently amended to permit a maximum local building fund tax rate of $1.25 per $100 of assessed valuation, and (3) the leasing and eventual purchase of school buildings from a non-profit school building holding company.

Many schools are faced with the problem of replacement, rehabilitation, or expansion of school facilities. The problem is greatly magnified by obsolescence and by rapidly increasing costs of building materials and equipment at a time when enrollments are increasing at a rapid rate. Tax revenues to meet needed school building facilities are arbitrarily restricted by statutory or constitutional limitation. These restrictive financial limitations on local initiative have resulted in virtual inability of many school corporations to meet these increased costs.

Although the 1953 General Assembly afforded some relief to local school corporations by increasing the legally permissible rate for the cumulative building fund to $1.25 per $100 of taxable property, it failed to remove the principal restriction on obtaining school building revenue. The local property tax remains the only legal tax source for school building and bond fund revenue.

Many states permit indebtedness of six per cent or more of the value of taxable property. Many also distribute state funds in partial support of local school building programs.

These funds are usually obtained from tax sources other than property tax. Indiana and Kentucky place the most severe restriction on the bonded indebtedness of local school corporations; namely, a constitutional limitation of two per cent of assessed valuation.

Few Indiana cities are making the maximum legal effort to obtain school building funds. The primary purpose of this fiscal study is to determine the taxpaying ability of Peru School City, the effort which is being made to utilize this ability, and the revenues which may become available if a reasonable tax effort is made to secure school building funds.

The Financial Ability of Peru School City to Support Public Schools

The financial ability of a school corporation to meet its school building needs is an important problem when a school building program is under consideration. Various methods may be employed to determine the financial ability of a community to support public schools. Findings in this report are based on (1) the amount of taxable wealth available for each public school pupil residing in the Peru school corporation and (2) the assessment procedures in Miami County.

Taxable wealth per pupil as a measure of financial ability to support public schools. Leaders in school finance hold that the amount of taxable wealth per pupil residing is a valid measure of the ability of a school corporation to meet its school building needs. Since the local school corporation in Indiana has the responsibility for providing all funds for school building needs, this method of measuring ability is an important consideration in determining the ability of the Peru school corporation to support its school building needs.

The assessed valuation per pupil residing in 1954-1955 in Peru and eight other Indiana school cities comparable in population is shown in Table 5.1. For the purpose of comparison, this information is also presented graphically in Figure 5.1. The assessed valuation of taxable and real and personal property for taxes payable in 1955 in these school cities ranged from approximately 35 million dollars in LaPorte to about 10 million dollars in Elwood. Due to variations in taxable wealth and the number of pupils, the valuation per pupils residing ranged from $10,820 in LaPorte to $3,870 in Elwood. The median financial ability as shown by assessed faluation per pupil was in Crawfordsville, which had an assessed valuation of $6,095 per pupil. Peru ranked sixth, slightly below the median, among these school corporations, with an assessed valuation of $5,730 per pupil residing. This was considerably below the 1954-1955 state average of approximately $8,500 assessed valuation per pupil residing in all city and town school corporations in Indiana.

TABLE 5.1. ASSESSED VALUATION OF TAXABLE PROPERTY FOR TAXES PAYABLE IN 1955, NUMBER OF PUPILS RESIDING DURING THE SCHOOL YEAR 1954-1955, AND VALUATION PER PUPIL RESIDING IN PERU AND EIGHT OTHER INDIANA SCHOOL CITIES OF COMPARABLE POPULATION*

City	Assessed valuation	Number of pupils residing	Valuation per pupil residing	
			Amount	Rank
La Porte	$35,340,721	3,266	$10,820	1
Goshen	19,499,375	2,332	8,361	2
Valparaiso	12,171,470	1,891	6,436	3
Bedford	14,209,675	2,259	6,290	4
Crawfordsville	13,520,650	2,218	6,095	5
Peru	12,065,610	2,280	5,730	6
Frankfort	14,570,130	2,813	5,179	7
Jeffersonville	14,881,695	3,211	4,634	8
Elwood	9,845,315	2,544	3,870	9

*These data were obtained from reports of the county auditors to the Indiana State Auditor, January, 1955, and from the city superintendents of schools to the State Superintendent of Public Instruction, July 1, 1955.

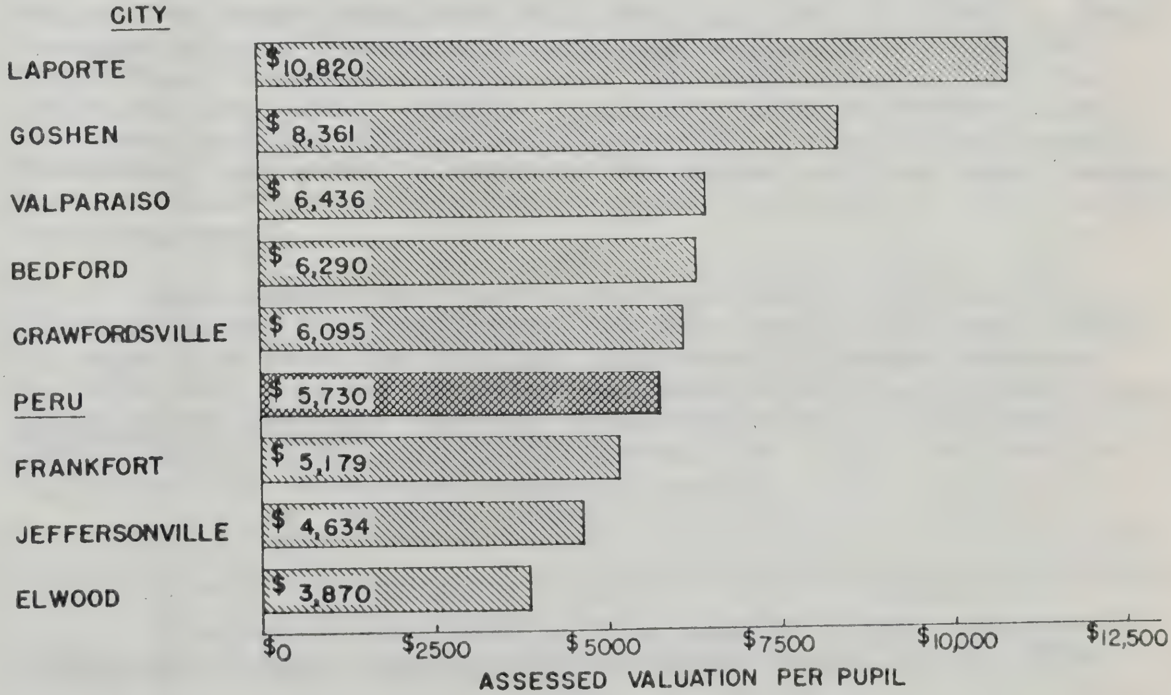

FIGURE 5.1. ASSESSED VALUATION PER PUPIL RESIDING FOR TAXES PAYABLE IN 1955 IN PERU AND EIGHT OTHER INDIANA SCHOOL CITIES OF COMPARABLE POPULATION

Assessment procedures as a factor of financial ability to support public schools. An indication of the financial ability of a community to support public schools may be found in the ratio within a county of assessments of real and personal property to actual sales value. The Indiana General Assembly in 1951 required a study, by counties, of the ratio of assessed valuation of real property to actual sales value. This study was repeated in 1955. According to the findings of the State Board of Tax Commissioners in 1955, the level of assessed valuation of property in Miami County is comparable with levels of other parts of the state. This indicates that ability of schools in Miami County to obtain revenues from property taxes is not impaired because of low or unrealistic valuations. Real property in Miami County was found to be assessed at 25.12 per cent of sales value, which is the median ratio of all counties in the state.[1] One may logically conclude that, if this condition exists in Peru as it does in Miami County as a whole, the financial ability of Peru School City as shown by assessed valuation is a valid measure of ability to support public schools in Peru. Counties which maintain the state average ratio between sales price and assessed valuation of real property receive full state support for public schools. Also, school corporations in such counties do not find it necessary to increase tax rates to offset low assessed valuation.

A review of the Statistical Reports of the State of Indiana for the last 10 years reveal some fluctuations but, for the most part, there was a steady average annual increase of only about one per cent in assessed valuation in Peru.[2] These reports show that the assessed valuation for the last four years has been practically static, 1954 and 1955 assessed valuations being less than the 1952 assessed valuation. The average rate of increase in assessed valuation is not too significant to a proposed school building program. In fact, increases in annual average assessed valuation in Peru are not keeping pace with annual increases in school enrollment. Moreover, increases in assessed valuation are not rapid enough for a 50-cent cumulative building fund tax rate to take care of building needs.

Peru School City had an average annual increase of $72,698 in assessed valuation for the years 1952-1956. This is much less than the one per cent annual average increase in Peru for the last 10 years as revealed by the Indiana State Statistical Reports. During this same period, 1952-1956, enrollment in Peru schools increased from 2,036 in 1952 to 2,592 in 1956 or 6.8 per cent per year.[3]

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[1] Indiana State Board of Tax Commissioners, County Ratios and County Factors, Mimeographed report, July, 1955.

[2] Statistical Reports, State Board of Accounts.

[3] Peru School Census Report, December 2, 1955.

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Bond and building tax ability. Peru School City has an indebtedness of $196,000 in short-term bonds. These bonds will be retired in 1961. A new bond issue in 1960 could make approximately $254,000 available for school building purposes. The present 50-cent cumulative building fund tax rate limits the ability of Peru to raise building funds. If this rate were increased to $1.00 in 1957, it would produce approximately $135,000 annually.

Only $74,000 in bonds can be issued at the present time. With a cash balance on hand of only $71,136, and the proceeds of a 50-cent cumulative building fund tax rate, Peru is not in a favorable financial position to initiate a building program. Use of general obligation bonds and the cumulative building fund would only make about $200,000 available in 1956 for school building needs in Peru. This is an inadequate sum when compared to school building needs. However, under provision of a 1947 act, first mortgage bonds could readily be issued by a holding corporation in the amount of $1,350,000 or more.

Financial Effort in Support of Public Schools in the Peru School Corporation

Many Indiana school corporations do not exert the necessary effort to obtain funds to meet the cost of public schools, even though they have sufficient financial ability to do so. In this study of Peru School City two measures of financial ability in support of schools have been selected; namely: (1) the amount of the local school tax rate, and (2) the per pupil cost of educational services. An indication of the effort which is being made directly by the local taxpayer may be determined by the first of these measures. The combined effort resulting from the use of both local and state funds is shown by the second.

A difference in tax rates and in expenditure per pupil in school corporations of comparable financial ability will indicate difference in effort. In this study school financial data were obtained for Peru and six other school cities of about the same population and financial ability. Therefore, any difference in tax rates and amount spent per pupil will show variations in local financial effort.

School tax rates as a measure of financial effort in support of schools. For comparative purposes, the effort made in support of public schools as measured by school tax rates in Peru and six other Indiana school cities of comparable population and financial ability is shown in Table 5.2. These data are also shown graphically in Figure 5.2. The total school tax rate in the seven school cities ranged from $3.30 in Elwood to $2.35 in Jeffersonville. In respect to total school tax rate, Peru with a school tax rate of $2.89 ranked third among the seven corporations, slightly above the median of $2.72 in Frankfort.

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TABLE 5.2. SCHOOL TAX RATES FOR TAXES PAYABLE IN 1955 IN PERU AND SIX OTHER INDIANA SCHOOL CITIES OF COMPARABLE POPULATION AND FINANCIAL ABILITY*

City	Rate for current operating costs				Rate for school buildings			Total school tax rate	
	Tuition	Special	Other**	Total	Bond	Cumulative	Total	Amount	Rank
Elwood	$ .905	$1.00	$.02	$1.925	$1.25	$1.25	$1.375	$3.30	1
Bedford	1.18	.89	.015	2.085	.095	.75	.845	2.93	2
Peru	1.09	.94	.15	2.18	.21	.50	.71	2.89	3
Frankfort	1.19	1.18	.22	2.59	.03	.10	.13	2.72	4
Valparaiso	1.12	.93		2.05	.13	.50	.63	2.68	5
Crawfordsville	1.04	.80	.06	1.90	.18	.50	.68	2.58	6
Jeffersonville	.865	.915		1.78	.22	.35	.57	2.35	7

*From the reports of the county auditors to the Indiana State Auditor, January 1, 1955.

**Includes library, vocational, recreational, or public employees retirement rates.

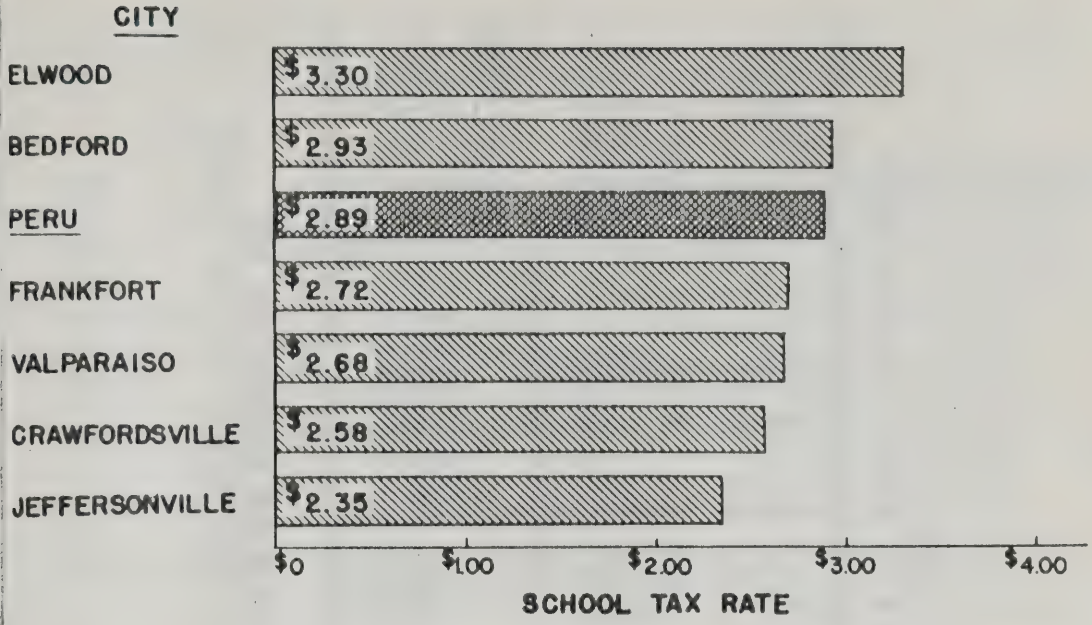

FIGURE 5.2. SCHOOL TAX RATES FOR TAXES PAYABLE IN 1955 IN PERU AND SIX OTHER INDIANA SCHOOL CITIES OF COMPARABLE POPULATION AND FINANCIAL ABILITY

Each of the school cities in Table 5.2 had a bond rate and a cumulative school building fund tax rate. The cumulative building fund tax ranged from $1.25 in Elwood to 10 cents in Frankfort. The range for bond rates was from 22 cents in Jeffersonville to three cents in Frankfort. Peru with a rate of 50 cents ranked third in respect to the cumulative building fund tax rate and second in respect to the bond rate with a rate of 21 cents.

Legislation enacted by the 1955 General Assembly provides that school corporations may now levy a total tax rate of $3.30 per $100 of assessed valuation for tuition and special school funds. Table 5.2 shows Peru had a tuition and special school fund rate combined of $2.03. The 1954 tax rates for taxes payable in 1955 in these seven corporations indicate that none of them has approached the maximum legal tax rate limit. A cumulative building fund tax rate up to a maximum of $1.25 may be levied in addition to the other school rates.

Financial effort in support of Peru public schools as measured by per pupil expenditure. Expenditures for school buildings and reduction of bonded indebtedness in Indiana are made only from local tax funds. However, public school corporations receive state support for current operations of their schools. Expenditure per pupil above the minimum program guaranteed by the state varies with the amount of local support. When a school corporation is not satisfied with a minimum school program, it can make greater effort by increasing tax rates for public school needs. Relatively high expenditures per pupil, therefore, usually indicate considerable local effort in support of education.

TABLE 5.3. CURRENT OPERATING EXPENDITURE PER PUPIL IN AVERAGE DAILY ATTENDANCE FOR THE SCHOOL YEAR 1954-1955 IN PERU AND SIX OTHER INDIANA SCHOOL CITIES OF COMPARABLE POPULATION AND FINANCIAL ABILITY*

City	Administration	Instruction	Operation	Maintenance	Fixed costs	Coordinate and auxiliary activities	Current expenditure per pupil	
							Amount	Rank
Peru	$7.65	$191.26	$28.98	$10.93	$3.17	$ 2.98	$244.97	1
Bedford	6.07	183.74	27.20	9.75	3.53	1.84	232.13	2
Valparaiso	6.41	174.57	21.11	10.75	2.14	.41	215.39	3
Elwood	8.35	166.48	20.17	9.20	4.69	4.27	213.16	4
Crawfordsville	6.50	171.09	20.68	5.04	3.97	5.61	212.89	5
Frankfort	5.46	158.69	21.64	11.19	2.53	11.85	211.36	6
Jeffersonville	6.08	162.88	25.16	12.26	2.48	1.23	210.09	7

*Computed from the annual reports of the city superintendents of schools to the State Superintendent of Public Instruction, Form 9A, Section 2, August 1, 1955.

The current expenditure per pupil in Peru and six other Indiana school cities during the 1954-1955 school year are shown in Table 5.3 and Figure 5.3.

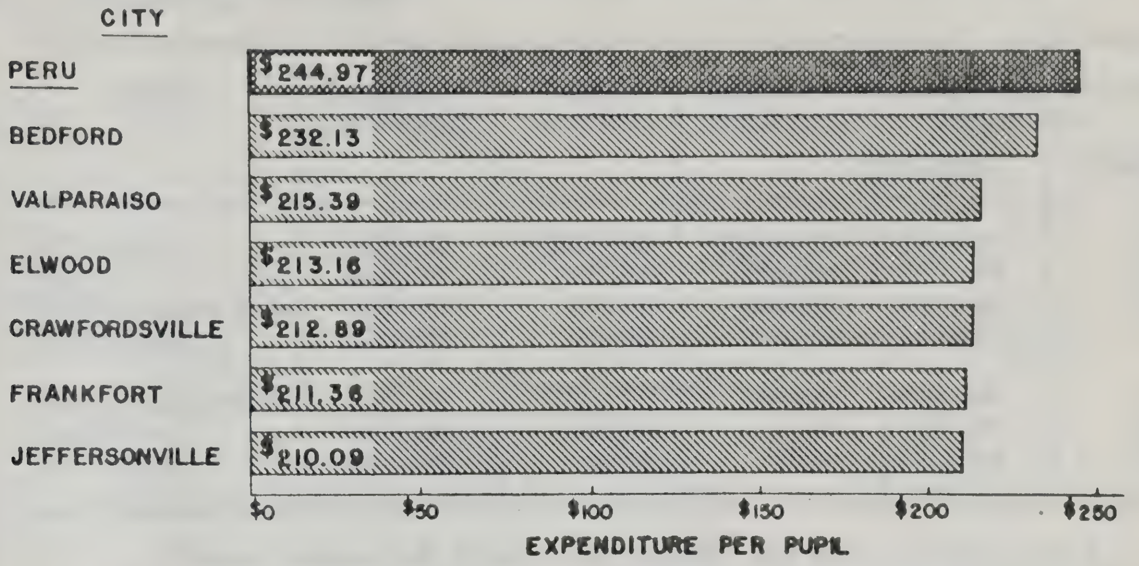

FIGURE 5.3. CURRENT OPERATING EXPENDITURE PER PUPIL IN AVERAGE DAILY ATTENDANCE FOR THE SCHOOL YEAR 1954-1955 IN PERU AND SIX OTHER INDIANA SCHOOL CITIES OF COMPARABLE POPULATION AND FINANCIAL ABILITY

Computation of expenditure per pupil has been on the basis of the number of pupils in average daily attendance in 1954-1955. The current expenditure per pupil in average daily attendance ranged from $244.97 in Peru to $210.09 in Jeffersonville. The median current expenditure per pupil of $213.16 was made in Elwood. In respect to current expenditure per pupil, Peru ranked first among the seven school cities with a total expenditure per pupil of $244.97, thus showing a relatively high degree of effort in support of its public schools.

Data in Table 5.4 show the total expenditure per pupil in average daily attendance in Peru and six other Indiana school cities. The total expenditure per pupil includes payments for indebtedness and school facilities. Peru ranked second among the seven school cities with a total expenditure of $367.69. During the school year 1954-1955 Peru spent $104.81 per pupil for capital outlay and also ranked second among the seven school corporations in this category of expenditures. The range of total expenditure was from $391.97 per pupil in Elwood to $220.42 in Frankfort.

TABLE 5.4. TOTAL EXPENDITURE PER PUPIL IN AVERAGE DAILY ATTENDANCE FOR THE SCHOOL YEAR 1954-1955 IN PERU AND SIX OTHER INDIANA SCHOOL CITIES OF COMPARABLE POPULATION AND FINANCIAL ABILITY*

City	Current operation	Debt service	Capital outlay	Total expenditure per pupil	
				Amount	Rank
Elwood	$213.16	$12.80	$166.01	$391.97	1
Peru	244.97	17.91	104.81	367.69	2
Jeffersonville	210.09	10.48	66.89	287.46	3
Valparaiso	215.39	7.33	34.71	257.43	4
Crawfordsville	212.89	12.72	29.34	254.95	5
Bedford	232.13	6.29	9.43	247.85	6
Frankfort	211.36	4.74	4.32	220.42	7

*Data computed from the annual reports of the city superintendents of schools to the State Department of Public Instruction, Form 9A, Section 2, August 1, 1955.

Providing School Building Funds

As has been shown, there are several methods of school building financing available to Peru school officials. A cumulative building fund tax rate of 50 cents per $100 of taxable property and short-term serial bonds have both been used in Peru, and need for continued use of these means of financing is indicated. This would make available approximately one million dollars in building funds, about half enough to meet the cost of needed school buildings.

Another source of revenue for school buildings is that portion of the charge for transfer pupils which is applicable as payment for use of the Peru school facilities. This may be prorated on a per pupil basis to each of the transferring corporations and may be estimated at about $10,000 annually, as Peru accelerates its school building program.

Peru could legally increase the cumulative building fund tax rate to $1.25 per $100 of taxable property. Even this increase in rate would fall several hundred thousand dollars short of the funds needed to build the school facilities which the survey staff recommends.

The only feasible fiscal program would be to make use of a nonprofit school building holding company, unless building projects are to be delayed until several years after the increases in enrollment make them necessary. It should be recalled that only $71,000 is available in the cumulative building fund, that the school city is indebted almost to the legal maximum, and that increases in assessed valuation have tended to level off since 1952.

The survey staff has analyzed various plans of financing school buildings in Peru and finds that by about 1960 one building might be financed by the revenue bonds issued by a non-profit holding company and thus be made available when needed.

Table 5.5 illustrates a long-term school building budget through the year 1965. These data indicate that $900,000 from a school building holding company might be obtained, and approximately $254,000 in general obligation bonds might be issued about 1960. Since a stable tax rate is desirable, this plan has been projected on the basis of a $1.00 rate for the school building fund and for payment of rentals to a holding company approximating $67,500 per year. Existing and proposed general obligation bonds would require a tax rate varying from 30 to 40 cents per $100 of taxables to be completely retired by 1965. This would result in a debt-free school corporation at this date (1965) except for an annual rental charge (requiring about a 50-cent tax rate) until first mortgage bonds of the holding company would be retired.

A feature of this plan would be that about $877,500 cash would accrue from the cumulative building fund tax during the decade. At the end of the decade (1965) about $100,000 in cash would be in reserve and short-term bonds in the amount of $270,000 could be re-issued This would provide substantial resources to assure that any future building needs could be met. Unneeded building reserves, which might accrue if valuations suddenly increase, could be used to retire holding company bonds any time after six years from the date of issue.

An alternative to the above plan would be to increase the cumulative building fund rate to $1.25 per $100. This would eliminate the need for issuing general obligation bonds in 1960, but it would result in a total tax rate for school building purposes of $1.25 per $100 for several years, and an earlier repayment of holding company bonds.

The plan for financing school buildings in Peru which has been presented provides the funds for each building when needed. The tax rate for school building purposes would vary from $1.30 to $1.40 per $100, including the cumulative building fund rate, tax for lease-rental payments, and bond retirement. Any increase in valuation would be reflected in a slight decrease in bond and rental tax rates.

The exact details of a school building budget must be determined by school officials after consideration of all factors, including willingness of the community to provide funds. The survey staff has considered all facts available at the time of this study and recommends a specific fiscal program in Chapter 6. It is the belief of the staff that limited use of a holding company and increased rates for the cumulative building fund are essential to this program.

TABLE 5.5. ESTIMATED SCHOOL BUILDING REVENUES BY SOURCE, BALANCE AS OF DECEMBER 31 EACH YEAR, AND SCHOOL BUILDING TAX RATES IN PERU FOR THE YEARS 1956 THROUGH 1965*

Year	School building revenue					Estimated tax rates for school buildings				
	Sale of bonds	Cumulative building revenue	Non-profit holding corporation	Transfer tuition	Total	Bond		Cumulative building fund	Lease rental*	Total
						Old	New			
1956		$ 67,500		$ 10,000	$ 151,500*	$.21		$ .50		$ .71
1957		135,000		10,000	296,500	.30		1.00		1.30
1958		135,000		10,000	441,500	.30		1.00		1.30
1959		135,000	$900,000	10,000	1,486,500	.30		1.00		1.30
1960	$254,000	67,500		10,000	1,818,000	.30		.50	$.50	1.30
1961		67,500		10,000	1,895,500		$.40	.50	.50	1.40
1962		67,500		10,000	1,973,000		.40	.50	.50	1.40
1963		67,500		10,000	2,050,500		.40	.50	.50	1.40
1964		67,500		10,000	2,128,000		.40	.50	.50	1.40
1965		67,500		10,000	2,205,500		.40	.50	.50	1.40
Total	$254,000	$877,500	$900,000	$100,000	$2,205,500					

*Based on an estimated assessed valuation of $13,500,000.

*Including an estimated balance in the cumulative building fund on December 31, 1955, of $71,000, and $3,000 due from 1954-1955 transfer tuition.

*Lease rental payments to the holding company of $67,500 annually will continue for approximately 20 years.

Summary

Peru ranked sixth in assessed valuation per resident pupil among nine Indiana school cities having comparable enrollments. Its financial ability as shown by assessed valuation per resident pupil was $5,730, considerably below the average valuation per pupil of $8,500 in all Indiana school cities and towns.

In respect to effort as measured by school tax rate for taxes payable in 1955, Peru ranked third among seven school cities of comparable population and financial ability, with a total school tax rate of $2.89 per $100 of assessed valuation.

With a current expenditure of $244.97 per pupil in average daily attendance during the 1954-1955 school year, Peru ranked first in effort among the seven school cities of comparable population and financial ability. With a total expenditure per pupil in average daily attendance of $367.69, it ranked second among the seven school cities.

Peru School City has an indebtedness of $196,000 in short-term bonds. Since the legal debt leeway is $270,000 (two per cent of net assessed valuation), only $74,000 in bonds can be issued at the present time.

The present 50-cent cumulative building fund tax rate limits the ability of Peru to raise building funds. This rate produces approximately $67,500 annually.

With the present cumulative building fund balance of only $71,136, with the proceeds for 1956 of $67,500 from the cumulative building fund tax, and with the issuance of new bonds up to the legal limit of present unused bonding ability in the amount of $74,000, it is obvious that Peru is not in a favorable financial position to initiate a building program. The total of the three amounts named above would be wholly inadequate when compared to the cost of school building needs. Under provisions of a 1947 act, however, first mortgage bonds could readily be issued by a school building holding company in the amount of $1,350,000 or more. This plan would give without undue delay the funds needed for immediate school construction.

CHAPTER 6

RECOMMENDATIONS

1. It is recommended that the Peru Board of School Trustees invite the County Superintendent of Schools and the trustees and advisory board members of the surrounding townships, especially Peru Township, to meet with them to discuss mutual problems in relation to the public education of the children of the city of Peru and the surrounding area.

> The city of Peru is almost entirely surrounded by Peru Township, and seemingly the two constitute one socio-economic community. There are strong evidences that many of the citizens of the township, especially those who live in the fringe area of the city, look toward the city of Peru for their shopping, their recreation, the professional services of doctors and lawyers, church attendance, banking facilities, and utility services, and they probably subscribe to the Peru local paper.
>
> It will likely be only a matter of time until the schools of the township of Peru and the city of Peru are merged into one school corporation. It is not realistic to administer the program of education of the boys and girls in the city of Peru and Peru Township under two separate boards and administrators. All of the high school pupils living in the township attend the Peru High School, a fact which permits both corporations to benefit from a better, more enriched secondary school educational program and to receive the greatest return on the tax dollar invested in education. Experience has shown that, in communities so closely allied, the public schools can be organized and administered more effectively under one administrative body than under separate bodies. Much of the same argument can be applied to Erie and Washington townships. Many of the secondary pupils living in these townships, especially those along the fringe area of Washington Township, attend the Peru High School.
>
> The trend in most cities is to annex the growing fringe area of the city, and there is no reason to feel that this trend will be ignored by the city of Peru. Inasmuch as school buildings are located in the fringe area or close by, it makes it almost impossible for two or more school boards to plan adequately for the school building program of the future. If the corporations surrounding the city of Peru were to organize with Peru and create a single board of education, the problem of school building planning would be simplified considerably and the tax dollar would be more wisely spent.

2. It is recommended that the administrative organization outlined in Figure 2.1 be adopted for the Peru school system.

> The size of the present school system and its anticipated growth call for relief for the superintendent of schools from many of the numerous details of administration. The proposed administrative reorganization would add necessary officers and free the superintendent to concentrate on major administrative and supervisory problems, among which the rehabilitation of present buildings and the planning of the proposed building constructions will become extremely important and time-consuming.

3. It is recommended that the Peru schools temporarily retain the present K-6-2-4 vertical plan of school organization, moving eventually to a K-6-3-3 plan of organization when new construction and increased enrollments make such a change feasible.

4. It is recommended that the practice of instructing two grades in one room be discontinued whenever schoolrooom facilities and proper economy permit, and that the class size in any elementary room be held as nearly as possible to 30 pupils to a room.

> At present 24.4 per cent of the elementary classrooms exceed 35 pupils per room and 10 classrooms have two grades each.

5. It is recommended that departmentalized instruction in grades below the seventh, except in music, art, and possibly physical education, be studied by the superintendent of schools and the elementary principals with a view to its discontinuance should its outcomes in pupil growth and understanding be shown to be unsatisfactory.

> Departmentalized teaching below the seventh grade, except for music, art, and physical education, has not been generally accepted by the best educational authorities for a number of years. Changes should not be made, however, faster than the teachers can adjust to them.

6. It is recommended that elementary principals in the schools with large enrollments be relieved of teaching responsibilities.

> This relief would enable them to devote more time to their primary problems of administration and supervision.

7. It is recommended that the foods laboratory for the junior high school be replanned and equipped with unit kitchen facilities.

> The U-shaped arrangement of gas burners on a work bench is completely out of date and is inefficient for instruction.

8. It is recommended that facilities for drafting instruction in the junior high school shop be improved, inasmuch as the tops of woodwork benches do not make satisfactory drafting tables.

9. It is recommended that the two biology classes now without laboratory facilities be moved adjacent to the biology laboratory so they can use the laboratory on scheduled days, or that laboratory facilities be provided for those classes in some other room.

10. It is recommended that some modern office machines, such as electric typewriters, calculators, adding machines, billing machines, and mimeograph and ditto machines, be added to the equipment of the commercial department.

11. It is recommended that the printing shop be provided with a linotype machine to replace the antiquated Intertype machine that is now out of use.

12. It is recommended that the foods laboratory in the high school home economics department eventually be moved to more adequate quarters, and that the space it now occupies be added to the cafeteria dining area.

13. It is recommended that the art department in the high school eventually be provided with more adequate quarters wherein it may have good lighting, drawing boards and art tables, and adequate storage cabinets and drawers.

14. It is recommended that the enrollment figures be examined every two years and compared with the predicted enrollments which appear in Table 3.2, and the latter be revised if necessary in terms of noticeable trends.

> The influence of factors which affect enrollment is difficult to predict with great accuracy for any extended period of time. It is desirable to keep a check every two years on actual as compared with predicted figures, so that administrative planning may be made in view of actual developments.

15. It is recommended that a continuous census program be established, and that an enumeration record be set up which will include records for all resident children from birth to 16 years of age living within the boundaries of the school corporation.

> Indiana is one of the few states in the Union that does not require an annual census of its school children. Most communities need such information so that they may plan the program of the schools most efficiently. Most of the larger school communities in the state have assumed responsibility for getting this information for their own communities. With the experience and the impetus given by the school census taken in the fall of 1955, and with the data sheets from that census available for every family, it would be a comparatively simple matter to start the recommended

school census record. The information from the 1955 census record could be transferred thereto, thus starting a school census record system immediately. This undertaking could be initiated more economically now than at any later time, because the school corporation now has for the first time all the information it needs to set up such a school census record.

16. It is recommended that a program of anticipatory site selection and purchase be set up within the framework of the comprehensive plan for school building construction and rehabilitation as developed in Item 17.

By such a measure school sites may be secured at reasonable prices and at the best locations available. Such a program will require cooperation with the city planning authorities, since it will tend to guide the future growth of the city.

17. It is recommended that the comprehensive plan for school building construction and rehabilitation, as set forth in the Proposed School Building Construction and Rehabilatation Schedule given in item 34, be adopted for the Peru schools, the main features of which plan are set forth below:

This plan should include a regular program of repair and minor rehabilitation for all the school buildings, but only those projects to be completed from other than current operating funds are listed in the proposed construction schedule.

a. The present high school buildings should be rehabilitated by 1959 and should continue to be used for high school purposes, since there is a substantial investment in the facilities, such as the gymnasium and shops, that would have to be duplicated elsewhere if the high school were moved. Eventually this set of buildings may be used as a junior high school, but it must continue in use for many years as a secondary school.

The rehabilitation of the high school building should include a complete rehabilitation, cleaning, and balancing of the heating system and the installation of filters in the intakes; new floors in the corridors and in the basement classrooms of the 1910 building; new treads on the stairs of the old building; rearrangement of the lockers; removal of the temporary storage built out into the basement corridor of the old building; rehabilitation of the rest rooms, including provision of hot water for the lavatories in the old building; checking of all plaster for the causes of its looseness and for repair of the basic causes; repair of plaster on the side walls and replacement of plaster on ceilings with acoustic tile; redecoration as recommended below; installation of new high-quality lighting throughout both buildings; enlargement of the cafeteria dining space temporarily by conversion of the present foods laboratory; construction of a new foods laboratory near

the clothing laboratory; construction of an additional biology-health laboratory in the room next to the present biology laboratory; and complete repointing and tuck pointing of all exterior walls, parapet walls, and coping stone, particularly on the old building.

b. The junior high school building should be rehabilitated by 1959 so that it may be used for a number of years, first as a junior high school building and later as an annex to the high school.

The rehabilitation of the junior high school building should include new lighting throughout the building; new plaster or acoustic tile on ceilings as needed; removal of partitions between front classrooms and present narrow cloak halls; conversion of present study hall into two classrooms; redecoration as recommended below; rearrangement of lockers in corridors; removal of wood floors in basement and replacement with asphalt tile over concrete; replacement and renovation of furniture; cleaning, repair, and balancing of heating system and installation of filters in intakes; and replacement or repair of both exterior and interior doors.

c. An expansible secondary school building of 21 rooms should be constructed on a new site in 1959. This should be used, for a time at least, as the junior high school, although eventually it could be expanded and used as a senior high school if subsequent developments should warrant.

d. A new seven-room elementary school in the South Peru district should be constructed in 1957 on a new site, with the present building being repaired and continued in use as a primary school until the new building can be enlarged.

e. A new 10-room elementary school in the Holman district should be constructed in 1960 either on the present site enlarged as much as possible or on a new site, with the old building continued in use until the new one is available.

f. The Grant School should be rehabilitated by 1959 and should continue to be used first as an elementary school and, after the construction of a new school in 1962 in the Grant district, as a primary school.

The rehabilitation of the Grant School should include replacement of the heating plant with a new automatic system with thermostatic controls and an oil or stoker-fired boiler; general repair of the exterior, including rebuilding the chimney and repointing the brickwork and parapet walls; redecoration as recommended below; installation of suitable new lighting; weather-stripping of windows; and repair or replacement of the exterior doors.

g. The Central School should continue to be used as an elementary school until such time as its pupils can be absorbed by the neighboring elementary districts.

Eventually this building will be used as an annex to the high school building, though all of its rooms may not be needed for high school use at first. During this transition period it may be desirable to give the upper floor to the high school and to use the main floor for a primary school.

h. The Lincoln School should be rehabilitated by 1959 to allow its continued use for many years and to warrant the construction of additional classrooms when the Central School must be used by the high school.

The rehabilitation of the Lincoln School should include further rehabilitation of the heating plant, including repair or replacement of the unit ventilators; conversion of the "library" into a teachers' workroom; replacement of the electrical lighting throughout the building with better lighting fixtures and improved lighting for the corridors and special rooms; replacement and rehabilitation of the furniture in the classrooms; and complete redecoration of the building, including repairs to plaster where needed.

i. The Elmwood School should be maintained in its present fine condition, with improvements being made to the landscaping and with enlargement of the site, so that ultimately the building can be expanded to 19 or 20 rooms if the need arises.

j. A suitable school administration building should be constructed by 1958 on one of the small sites already owned by the Peru city schools.

The present offices and board room are located in limited quarters in the old high school building. There are advantages in having the office of the superintendent of schools in a building separate from the high school building. Among these advantages is the fact that there is no tendency on the part of the public to gain the impression that the superintendent's office overshadows that of the building principal. The trend in cities and towns throughout the country is to remove the school administrative offices from the high school buildings, wherein they have traditionally been placed. The separation of the two offices tends to encourage the individual acceptance of responsibility and creative effort on the part of both administrators. While the relationships between the city superintendent and the high school principal are in every way cordial and excellent, the construction of separate administrative offices is highly desirable.

18. It is recommended that the provisions for the practical arts in the Peru high school be expanded and improved.

> The industrial building should be completely redecorated, with white ceilings and light-colored walls, and the machines should be painted in the proper safety colors. The floors should be replaced or repaired, and warning lines should be painted on the floors about the machines. The lighting throughout the building should be improved, possibly by using some of the fluorescent fixtures removed from some of the elementary buildings in the program of rehabilitation. The machine shop is overcrowded, and it may be necessary to store some of the machines in order to provide more space and to permit installation of needed machines not now provided. Considerable new machinery should be installed in the wood shop, and the finishing room must be provided with improved lighting and with adequate mechanical exhaust ventilation. Eventually, it may be necessary to move the drafting room elsewhere and to devote the entire industrial building to the wood and machine shops. The printing shop is in a poor location under the gymnasium bleachers and should be moved to a grade-level room, possibly at the time that the present junior high school building becomes an annex to the high school.

19. It is recommended that in every school building an improved visual environment be provided by the careful planning of future redecoration and refinishing. Ceilings should be white or off-white, side walls should be light pastel colors with high reflectance factors, and wood work and furniture should be refinished either by the removal of dark varnishes and stains or by the use of low-gloss enamels in suitable light colors. Wood floors should be sanded and refinished with a clear sealer, or light-colored asphalt tile should be installed.

20. It is recommenedd that adequate electrical lighting be installed in every school.

> Older schools without adequate lighting should have it installed as part of the rehabilitation program, while newer schools, such as Lincoln and Central, should have the present lighting replaced with improved fixtures. Schools which must be continued in use for some time but which are not scheduled for a general rehabilitation should have new lighting installed as a part of current maintenance. The old fixtures can be rehabilitated in some cases and used in shops, boiler rooms, etc.

21. It is recommended that suitable light-control devices, such as shades, Venetian blinds, or drapes, be installed in every classroom including those with north windows, and that teachers be instructed in suitable procedures for their proper use; and further, that janitors and principals should understand the proper over-all operation of the heating and ventilating systems and check regularly on their proper control.

Shades are now in use in most of the buildings, but many of the shades are old and discolored or otherwise unsuitable. Shades, blinds, or drapes should be adapted to the use to which each room is put, for some rooms may require light-tight blinds or drapes while others need translucent shades in light colors.

22. It is recommended that, as funds become available, better furniture be provided in all classrooms wherein new-style desks have not been installed.

To accomplish this: (1) all elementary classrooms should be provided with new-style light-colored movable furniture; and (2) all secondary classrooms should be provided with new furniture, or the old furniture, if otherwise suitable, should be repaired and refinished with clear finishes and light-colored enamels. In some instances new tops or new arms should be installed.

23. It is recommended that the rest rooms in every old building be thoroughly rehabilitated and supplied with an adequate number of fixtures, including toilets, urinals, lavatories, and mirrors; and further, that hot water be supplied to the lavatories of all rest rooms in both elementary and secondary school buildings. Suitable water heaters should be installed in each building, with lines run to each lavatory and sink.

Proper health habits and cleanliness will more easily be inculcated where the rest rooms are neat, clean, and in good repair, and where warm water is supplied.

24. It is recommended that a regular program of maintenance and repair of school buildings be established.

Particular care should be given to the careful annual inspection of each building, and immediate repair should be given when needed. Such inspections should include an inspection for termite damage and an inspection of the heating plant, including the boiler and chimney. Heating plants should be cleaned, inspected, and repaired each summer. Repair of both the interior and exterior of each building should be based upon the annual inspection.

25. It is recommended that there be instituted a program of in-service training for the entire custodial staff.

This training should include the proper maintenance and operation of the buildings and their equipment. Standard routines for both daily and weekly cleaning should be worked out for each building, and the personnel should be instructed in the proper methods and materials to be used.

26. It is recommended that all wood floors at or below grade level in classrooms and corridors be removed and replaced with concrete, and surfaced with a suitable asphalt-base tile.

> Termite damage has been extensive in some buildings, and these measures would aid in preventing it.

27. It is recommended that the cafeteria facilities at the high school building be enlarged and improved and, if possible either now or in the future, located above grade level.

> No secondary school should be planned without adequate cafeteria facilities. A study of the need for a cafeteria should be made in each elementary school district, and a cafeteria should be provided wherever a definite need is found.

28. It is recommended that a kindergarten be provided in every elementary school district.

> A suitable kindergarten room, of at least 1,050 square feet plus storage and toilet area, and provided with a sink and running water as well as other equipment necessary for its proper use, should be provided in some building in each elementary school district.

29. It is recommended that Peru school officials levy a cumulative building fund tax rate of not less than $1.00 per $100 of taxable property.

> The present building fund rate of 50 cents per $100 is inadequate to meet the need for school building funds in Peru.

30. It is recommended that general obligation bonds of the school city be issued about 1960 in the approximate amount of $254,000.

> This issue should be a serial issue for a term not to exceed five years. The policy of issuing short-term bonds, which is the present policy, is highly commendable since it results in low interest costs.

31. It is recommended that a holding corporation be formed locally to provide funds for a junior high school building to be occupied in 1960.

> The alternative to using a holding company would be to delay the school building program for a number of years. It is estimated that the annual rental of $67,500 for the proposed building for 20 years would approximate the yield of a 50-cent property tax rate. This rental may be paid from the cumulative building fund, leaving sufficient revenues in the building fund to complete future projects.

32. It is recommended that transfer pupils be charged the full amount permitted by law for the use of Peru school buildings and that the revenue, approximately $10,000 annually, be added to the building fund.

33. It is recommended that reserves be built up in the building fund sufficient to provide the cost of equipping the proposed junior high school building.

> Such reserves will also insure funds for continued expansion of the school facilities in Peru after 1965, if needed. Any funds not needed in the immediate future could be used for advance retirement of holding company bonds--thus reducing the ultimate cost of the building program.

34. The following construction and rehabilitation schedule for the Peru schools is recommended:

PROPOSED CONSTRUCTION AND REHABILITATION SCHEDULE FOR PERU SCHOOLS

Starting date	Date of completion	Project	Estimated cost
1956	1957	Construction of an expansible elementary school (7 rooms and a multipurpose room for grades K-6) in South Peru district	$255,000
1957	1958	Administration building	50,000
1956	1959	Rehabilitation as follows: Grant Elementary School $12,000 High School 45,000 Junior High School 13,000 Lincoln Elementary School 7,500	77,500
1956	1959	Construction of an expansible secondary school (21 rooms and instructional gymnasium for grades 7 and 8) on a new site	900,000
	1959	Furniture and equipment for the new secondary school	100,000
1958*	1960	Construction of an expansible elementary school (10 rooms and a multipurpose room for grades K-6) in Holman district*	405,000

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*An alternative, to be decided upon in 1958, would be the construction of only seven rooms in the Holman district ($305,000) and the addition of three rooms to Lincoln Elementary School ($99,000).

Starting date	Date of completion	Project	Estimated cost
1960	1962	Construction of an expansible elementary school (7 rooms and a multipurpose room for grades K-6), probably in the Grant district	$255,000
1963	1964	Construction of a 2-room addition at Lincoln or South Peru, as needed	66,000

SCHOOL SURVEYS

The following school surveys have been made by the Division of Research and Field Services, Indiana University. All have been published and may be obtained from the School of Education, Indiana University, Bloomington, Indiana. Surveys 1 through 14 are 50 cents each, and surveys 15 through 44 are $1.00 each.

1. Westchester Township, Porter County, Indiana.
2. Nappanee, Indiana (1948).
3. Rochester, Indiana (1948).
4. Perry Township, Marion County, Indiana (1949).
5. Martinsville and Baker, Jefferson, and Washington Townships in Morgan County, Indiana (1950).
6. Wayne Township, Allen County, Indiana (1950).

   Supplement to Wayne Township, Allen County, Indiana.
7. Boonville and Boon Township in Warrick County, Indiana (1950).
8. Adams County Central Consolidated School Corporation, Adams County, Indiana (1950).
9. Franklin, Indiana, Elementary School Program (1950).
10. Columbia City, Indiana (1951).
11. Alexandria, Indiana (1951).
12. Beech Grove, Indiana (1951).
13. Portland, Indiana (1951).
14. Washington Township, Marion County, Indiana (1951).
15. Clay County, Indiana (1951).
16. Hartford City, Indiana (1952).
17. Bloomington and the Townships of Bloomington and Perry, Monroe County, Indiana (1952).
18. Seymour and the Townships of Jackson and Redding, Jackson County, Indiana (1952).
19. Kendallville, Indiana (1952).
20. Center Township, Vanderburgh County, Indiana (1952).
21. Metropolitan School District of Butler and of Franklin, Stafford, and Troy Townships, DeKalb County, Indiana (1952).

22. Anderson Township, Madison County, Indiana (1953).
23. Smith Township, Whitley County, Indiana (1953).
24. Brown County, Indiana (1953).
25. Garrett-Keyser-Butler School Corporation, DeKalb County, Indiana (1953).
26. Richland Township, and Dunkirk and Redkey, Jay County, Indiana (1953).
27. Guilford Township, Hendricks County, Indiana (1953).
28. Lawrence Township, Marion County, Indiana (1953).
29. Union City and Wayne Township Public Schools (1953).
30. Franklin, Indiana (1954).
31. Decatur, Indiana (1954).
32. Owen County and Spencer Public Schools, Indiana (1954).
33. LaGrange County, Including the Town of LaGrange, Indiana (1954).
34. Kokomo and Center Township, Howard County, Indiana (1954).
35. Highland, Indiana (1955).
36. North Manchester and Chester Township, Wabash County, Indiana (1955).
37. Wayne Township, Marion County, Indiana (1955).
38. Marion, Indiana (1955).
39. Logansport, Indiana (1955).
40. Floyd County, Indiana (1955).
41. Princeton, Indiana (1956).
42. Mooresville-Brown, Madison, and Harrison Townships, Morgan County, Indiana (1956).
43. Monroe-Winamac Public Schools, Winamac, Indiana (1956).
44. Peru Public Schools, Peru, Indiana (1956).

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